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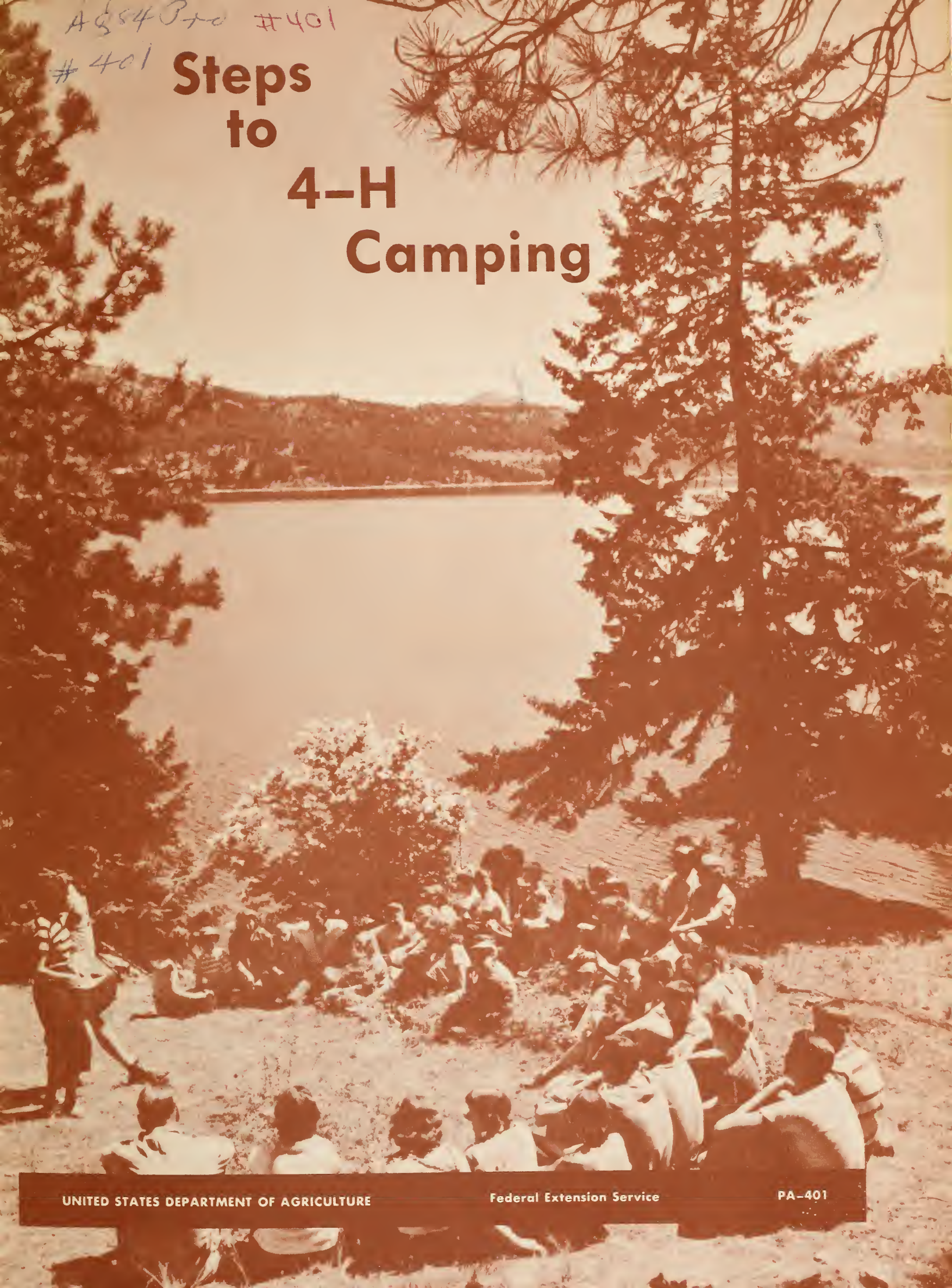
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**Steps
to**

4-H

Camping



ABOUT THIS PUBLICATION

This publication is for the use of extension workers, 4-H leaders, and others who help to direct 4-H camps. It is a complete revision of the United States Department of Agriculture Miscellaneous Publication No. 346, Short-Time Camps. Miss Ella Gardner (deceased), social economist, Division of Subject Matter, Federal Extension Service, wrote the original publication in 1939. It has been a basic handbook for 4-H camping.

The material in this bulletin has been collected through conferences with the 4-H Club staff and others in the Federal Extension Service; by reading the annual reports of 4-H Club leaders, masters' theses, studies by county extension agents, and reports of agent discussion groups; and from experience in working with county 4-H Club camps as an agent and camp director, and directing State leadership training camps.

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COVER PICTURE. Vespers are evening services to emphasize thoughts and ideals.
Oreg. Ext. Service

Steps to

4-H CAMPING

John Lennox

4-H Camping and Its Objectives

Camp

"We might say that camp is a 'place.' We would covet for every camper green woods, lakes, bird calls, quiet sunsets—that his young heart may be warmly aware of a creator who has made 'all things beautiful in their time.' But camp is more than a place . . .

"We might say that camp is a plan. We would covet for every camper a program which . . . at every step, fits his interests and abilities, which is not too crowded for comfort, yet which abounds in opportunities for zestful endeavor all through each day. Yet camp is more than a plan . . .

"Camp is what happens to the campers—what they take home with them in their memories, in their new purposes, in their improved or newly acquired skills, in their friendships, in their appreciations, in their awareness of God and His way for the world, That's what camp is."

International Council of
Religious Education.

What Is Camping?

Camping is as old as the human race. To the Indian or to the pioneer, camping meant primitive living under the open sky. To the camper of today, camping means simplified living.



Figure 1. The Illinois State 4-H Memorial Camp. Note the modern lodge and dining hall, cabins, wooded area, swimming dock, boat mooring, and the playground known as the Giant's Foot Mall. Ill. Ext. Service

The camping committee of the National Social Welfare Assembly defines organized camping as "a creative, educational experience in cooperative group living in the out-of-doors. It utilizes the resources of the natural surroundings to contribute significantly to physical, mental, spiritual, and social growth. It is a sustained experience under the supervision of trained leadership.

"Camping contributes:

- to good health through supervised activity, sufficient rest, good food, and wholesome companionship;
- to spiritual development by helping campers to recognize and appreciate the handiwork of God in nature;
- to social development by providing experience in which campers learn how to deal practically and effectively with living situations;
- to citizenship training, providing through its community of campers . . . democratic participation in decision-making, planning, and carrying out of activity;
- to the development of self-reliance and resourcefulness by providing instruction and experience in which campers acquire knowledge and skills essential to their well-being."

The National 4-H Recreation Development Committee concurs in this definition and the statement of objectives.

Camping Objectives

County extension agents and supervisors agree that the following are the principal 4-H Club camp objectives:

Getting along with people. To give club members opportunities to meet and learn to get along with people through committee work, program planning, living together, and group activity.

Developing personality and character. To give club members opportunities to show or express their individual qualities in an easy, informal setting. Counselors and staff should be aware of the constant need to be seen and not heard, so that campers may take leadership roles.

Training in leadership. To lead a club, tribe, or group in singing; to put on a skit; to cook an outdoor meal, make a bed, clean a cabin; or to help a new swimmer—all these will provide opportunities to develop leadership.

Making new friends. To broaden the concept of friendship among 4-H Club members. Their friends are usually 4-H Club members or classmates. Camp may give boys and girls their first opportunity to meet people intimately and make friends on a countywide basis.

Learning to take responsibility. To provide club members with opportunities to assume responsibility for their own decisions and actions without family guidance. Maximum opportunity for decision-making is inherent in the camping experience.

Understanding and appreciating nature. To enrich the club program and the camper's background by exploring new interests or new aspects of old interests. You can do this through nature, conservation, hiking, and aquatic activities.

Having fun. To teach members the pleasure of knowing and playing with others. This teaching helps members to be happy and useful citizens. Fun makes learning much easier.

Gaining tolerance. To help members gain tolerance and appreciate equality of opportunity.

Broadening understanding and influence. To develop inspiration toward greater efforts in "making the best better," individually and collectively. This can be done by helping to provide a better understanding of the 4-H program as a whole, and by discovering and developing special talents among campers for future use in camping and other phases of the club program.

Growing spiritually. To create and maintain a climate favorable for moral and spiritual growth of youth through the high standards of staff conduct, maintenance of property, precamp training, cleanliness, orderliness, and inspirational programs.

Learning new skills. To teach skills in swimming, camp craft, wood craft, handicraft, games, and sports so that boys and girls may enjoy these activities as a worthy leisure-time activity.

Building good health. To promote good health through proper nutrition, regulated programs, health classes, and physical examinations.

Practicing what we preach. To put extension teachings that fit into the program, such as proper nutrition, cleanliness, conservation, and good character-building practices, into use.

Which Objectives Are the Most Important?

In Ohio extension agents and counselors agreed on this order of importance: (1) Democratic living (learning to get along with people); (2) personality development; (3) character development; (4) making new friends; (5) leadership training; (6) appreciation of nature; (7) fun; (8) spiritual development; (9) swimming; (10) crafts; (11) health; (12) leisure time; and (13) just a plain vacation.

However, in New York, 40 extension agents who were conducting 4-H Club camps listed the major objectives of their programs in the order of importance as follows. Learning to get along with people, first, and swimming, third. Parents, on the other hand, ranked swimming first.

In meeting these objectives, camp leaders may contribute to the 4-H'ers growth through:

1. *New experiences deliberately planned.* These may be physical experiences, such as sleeping out at night; or mental and emotional experiences, such as discussing a new field of thought. In any case, you should encourage campers to practice or ponder these experiences in the months that follow camp.

2. *Adventure based on testing one's self physically, mentally, or socially.* Youth has a keen longing for adventure. The youth who first leads a younger group in an activity gains from the experience as well as the one who hikes with 2 or 3 others through a deep wilderness. Camping should open up worthy fields for adventurous living, and make a great gift to good living.



Figure 2. Many States provide leadership camp counselor training courses. N.Y. Ext. Service 4-14319

3. *A new attitude toward familiar persons, places, and things.* Home, natural phenomena, friends, music, for example, may be reconsidered and revalued at camp. The boy who peeled potatoes said, "And mother does this every day!" Or the girl who discovered that Queen Anne's lace is not merely a weed but a lovely table decoration.

4. *Training and discovering skills.* Swimming, dancing, or imitating bird calls; uncovering talents for dramatics or music; becoming a good listener; promoting good conversation—all these are examples of acquiring or improving skills.

You need sound planning to achieve 4-H camping objectives. You cannot achieve them through lectures in private or public. The stage must be skillfully set so that the campers, seemingly by their own choice, select activities, participate in experiences, explore, and achieve. Much of the result

depends on leadership—the rich personalities of the staff members.

How Camping Started in 4-H

Camping became a regular part of the 4-H Club program in the early 1920's. As early as 1915 4-H camps were organized to provide "inspiration and morale in natural settings." One of the first camps held for this purpose was in Randolph County, W.Va.

With the development of county camps, the need for trained staffs became apparent. Statewide training centers were established around 1921. One of the first of these centers was the State 4-H Club camp at Jackson's Mill, W.Va.

There were 103,327 4-H'ers who attended camp in 1935. By 1958, the number of campers had more than doubled to 255,148.

The rapid growth of 4-H camping has resulted in regional cooperative camps that serve several counties. The cooperative arrangement has made it possible to maintain an efficient camp at a low cost. For a more efficient and less expensive camp a staff manager, nurse, cook, and swimming instructor should be employed. This arrangement gives the county extension agents more time for the important work of dealing with people.

Values and Trends in 4-H Camping

Camping is an increasingly important factor in our 4-H Club program; all State extension services recognize its value. It is a potent force for informal education; it is a good way to help develop character; it is the best way to teach citizenship. Camps are avenues through which education may reach young people effectively.

One current trend in 4-H camping is the gradual establishment of county recreation centers. These centers have insulated buildings that are suitable for winter camping; youth and adult conferences; and homemaker, family, and "golden age" camping.

Another trend is the increasing number of campers coming from rural nonfarm and urban areas. A survey in Ohio, showed that nearly half of the Ohio campers came from nonfarm and urban areas. A suburban county in New York bought a farm camp in 1958.

Types of Camps

There are many different types of 4-H camps. Such camps as 1 day camps, 3 day camps, 2 to 3 week camps, conservation and health camps, and pioneer or outpost camps are described in this section.

Typical County or 4-H District Camp

The typical 4-H camp period is 3 to 5 days, but many last for a longer time, which is the trend.

Another trend is division by ages. Studies show two effective groups: 10 to 13 years and 14 years

and over. The most widely-used division for these groups seems to be 10 and 11 years, 12 and 13 years, and 14 years and over.

Leader Training Camp

The purpose here is to offer training in camping to new leaders, or act as a refresher course for experienced instructors, adult counselors, and camp directors. Subject matter is emphasized, but so is teaching and management of activities in camp.

The usual program includes subject matter like camping and woodcraft, handicraft, water safety, evening programs, conservation, and exploring your environment. Other topics covered are camp administration, social recreation, leadership, people in camp (why people act the way they do), and counselor responsibilities.

West Virginia holds a 2-week training course for camp leaders each spring. Programs are developed for later use in county camps. Special programs, music, handicraft, and similar activities are discussed and actually put into practice.

In New York the American Red Cross cooperates with the leadership training camp by holding an aquatic program where water safety instructors are certified. The American Camping Association, through its local section, teaches campcraft courses and issues certificates to qualified instructors.

Various departments of the State government often cooperate in these training programs.

Special leader training camps have been held in wildlife, conservation, land judging, junior leadership, recreation, handicraft, and health.

Statewide leader training camps permit coordinating the entire camping program, as well as challenging and enjoyable leadership and fellowship experiences through pleasant group living.

Camping for Small Groups

Only about one 4-H'er in 10 attends any type of camp. The answer to this problem may be small-group camps (about 20 persons), even by a local club. Local club members can go camping by themselves, if the leader has been trained for living in the open. You need 1 adult leader to 6 or 8 campers. Also, you should have written permission from parents for Johnnie and Susie to attend.

A small group camp requires a precamp planning session of leaders and older members on equipment, food, location, transportation, sanitation, safety, and program. The planning committee should also name teams to prepare camp—dig the latrine, collect firewood, build cooking fire and campfire, and similar tasks.

To be most effective a committee should open and close camp. Qualified persons might conduct programs in campcraft, woodcraft, outdoor cookery, nature lore, or natural resources and their conservation.

The campsite for small group camping need not be developed, but should be partially wooded, in a draw, cove, or other sheltered place. Two "musts" are permission to use the site and proper precautions against wild or domestic animals.

Equipment for 20 campers will meet the need for several clubs. You can use 10 two-man pup tents for the members, and 1 side-wall tent, 7 by 7 feet, with 2 Army-type cots for the first-aid station and headquarters. Leaders may even use the sidewall tent for sleeping. You'll also need a spade, ax, shovel, hatchet, bow saw, pails or kettles, water containers, and first-aid kit. Each camper can furnish his own ground cloths, bedding, and dishes.

You can borrow, rent, or own this equipment. Maybe 3 or 4 local clubs, or the county extension group can rent or own it. Iowa suggests establishing a cooperative and selling shares at a small fee for use of equipment, maintenance, and replacement.

Conservation Camps

A camp is an almost perfect situation to teach conservation. It provides a natural laboratory where club members and junior leaders can learn correct ways of conserving soil, wildlife, forests, minerals, and water. Land judging is a natural subject for camp.

Boys and girls may develop a strong sense of stewardship for the land; this can carry over into adult life and affect their actions as citizens on conservation questions.

You can draw on many persons and organizations to help plan and conduct a State, district, or county 4-H conservation camp. Contact your Forest Service, Soil Conservation Service, and Geological Survey personnel, both State and Federal. Perhaps paper companies, sportmen's groups, and similar organizations might help out also.

About half the States conduct conservation camps. Ohio and Minnesota, among others, pioneered this activity. For the highlight 1 year at Ohio, members developed a complete farm conservation plan



Figure 3. Latrine digging is an essential when away from an established camp. N.Y. Ext. Service 1-4163

for a rundown farm next to the campsite. This exercise gave campers ideas they might use on their own farms. One year at Minnesota they added two popular features—an educational assembly on gun safety and a shooting exhibition, and a class on fishing.

Health Camps

Minnesota and Kansas feature special health camps to emphasize the 4-H health program. Junior club leaders who attend are delegates selected by county committees on the basis of their interest in the health program.

Aside from this special emphasis, health is stressed in all 4-H Club camps through menus, physical examinations, plenty of sleep and rest, good grooming, posture, and first aid.

Family Camps

Our patterns of family living are always changing. Electricity, TV, consolidated schools, pre-mixed baked goods, and tractors—among many other forces—affect our daily living habits. New factors like these will influence us in the future. Recreation becomes more important. It's quite natural that family vacations are brought up more and more in county extension program planning.

Where else but in camping can Extension better serve this need for family recreation? While fathers are fishing, clearing brush, building a new campfire circle, or pitching horseshoes, mothers are enjoying creative leather craft or bird study, and the children are folk dancing, hiking, or swimming.

For many parents this is the first time that they have had a vacation free from pressure. Family camps may also get children interested in 4-H camping when they're old enough. The camp may lead to parents becoming 4-H camp counselors.

Four-H Club camp equipment is easily converted to family use. One family might use a cabin for sleeping by making partitions with blankets. The rest of the camp is ready for use.

Family camping keeps county-owned camps in use more of the time. Family camping also lets agents discuss family problems through group discussion.

Homemakers' Camps

Four-H Club sites and equipment need not be changed in any way to provide safe, pleasant camping for women, but the program is more leisurely, with the ladies deciding the subjects at an assembly each morning. Activities include crafts, exploring the environment, outdoor cookery, reading, camp craft for over-night hikes, story telling, song leading, dramatics, swimming, bird watching, ceremonies, vespers, campfire—and no K.P.!

Weekend Camps

The weekend camp is usually a training period for leaders or counselors. Or it might be a work camp to prepare for opening the camp. With careful advance planning you can accomplish the pur-

pose even though the camp period is short. Some essentials are not too much physical work, (perhaps half a day on Saturday), a well-planned evening program, and provision for attendance at church on Sunday, plus food, water, shelter, and sanitary facilities.

Day Camping

As you'd expect the day camp program lasts only about 8 hours each day and campers go home overnight. An effective program is built around outdoor activities, food, rest, hiking, and woodcraft, interspersed with songs, ceremonies, and games. This program may be planned to cover several days, but no nights. Training local leaders and parents in camping with emphasis on woodcraft seems to be the answer to a successful day camp program.

A day camp is similar to a resident camp except that the only need for buildings is to provide sanitary facilities and protection from storms.

Winter Camping

Short-term winter camps for 14 to 21 year olds are becoming increasingly popular. More and more county and State camp committees are providing insulated buildings suitable for small groups.

The program varies and is usually built around the activity such as winter sports, nature lore, folk dancing, singing, marionette shows, parliamentary procedure, junior leadership, 4-H council planning, or junior fair business management.

Plans are usually made on a local council basis to divide responsibilities. One council may supervise the kitchen with a paid cook, another the dining room, and still others the campfire or evening program. All councils participate in the general program or business to be conducted. Extension agents and local leaders act as key personnel and cabin or tent counselors.

Pioneer and Outpost Camps

Pioneer camping is the ultimate goal in living in the wide open spaces, the real test of a good camper. An older club member who can take a ground cloth, extra pair of socks, food for a week,



Figure 4. This is real! A pioneer camp is a challenge to the camper who returns year after year.

N.Y. Ext. Service

matches, and hand ax, and live "on his own" in the open has achieved that goal.

The technique of getting club members to return to camp is to make it mandatory that only those who have satisfactorily completed the elementary work can spend a week in the pioneer camp. The campers in the picture on page 7 have been in the woods for 3 days. Try it—it works!

A strong trend developing today is to establish pioneer camps in connection with resident camps. These are known as "outpost" camps. A successful club agent and camp director says that training courses in pioneer camping at regularly organized camps, taught by experienced campers, are probably the easiest ways to pass camping techniques on to others.

Training courses need not be formal, but they should include periods of instruction and periods of actual practice. A select group of eight campers and a counselor will not only learn but will have fun as well.

Many camp committees have already established elementary classes in camping and woodcraft. A person makes an ideal instructor who is a camper at heart; who likes to hunt and fish; and who knows

birds and clouds, weeds and trees, insects and animals, as well as boys and girls.

Building tables, benches, pitching tents and building shelters, making mattresses of boughs, learning knots and rope uses, cooking and eating, learning about fire types and their uses, telling stories around the campfire, and trying to get to sleep—all these experiences will remain in the memories of campers.

Pioneer campers have gained two valuable talents. A counselor trained in pioneer camping appeals to older club members who lose interest in camp after a few years. Also, 4-H'ers sometimes ask their agents, "Where can I get a summer job to earn money for college?" Counseling in a private camp is just the ticket. Pioneer campers with 2 or 3 years of this experience are well qualified as counselors.

No matter what type of camp you conduct, it takes detailed planning and leadership training. When local leaders and agents use the educational opportunities in a camp setting, campers go home refreshed and revitalized in body, mind, and spirit.

Facilities— Standards and Use

The facilities of a 4-H Club camp have a very direct bearing on the effectiveness of the camp. The theory that campers want to "rough it" is a picturesque one, but to be happy and healthy while "roughing it" requires a great deal of preparation. Proper preparation means knowing and taking into consideration the facilities needed.

Establishing a Camp

Extension Service camps are owned by the State, a group of counties, a single county, or are rented. The most effective permanent camps are built and located so that they can be used during most of the year.

They can serve as a community center as well as a camp. If so, it is better to call them a center where their facilities can be used for adult conferences, staff workshops, organization meetings, livestock shows, or tractor schools.

The camp in Webster County, W.Va., is used as the county's community center. County 4-H Camp and county fairs have been held there. Other groups also use the center.

Any county considering setting up a camp should organize a permanent planning committee representing the Extension Service, county court, commissioners or supervisors, farm organizations, 4-H leaders' organization, older club members, county

and State extension workers, and other interested groups.

An analysis of program needs with a listing of present activities by age groups, numbers, and desired facilities will help the committee anticipate future growth. Assistance can be obtained from State or county health services, conservation and forestry services, State 4-H Club office, American Red Cross (waterfront layout), and the American Camping Association (standards).

Technical services in engineering, landscaping, and architecture are essential. Even though costly—good plans save money in the long run. It is best to have a master plan that can be reviewed, evaluated, and revised. Correcting mistakes on paper will save money and make for coordinated future additions.

The planning committee should make a careful study of initial cost, maintenance, type of buildings and number, effectiveness of the camp program, liability of accidents, and best type of administration. They should compare the county's cost of maintaining its own camp, renting one, or cooperating with neighboring counties to develop a regional camp.

If one county or several plan to purchase camp property, receive it by gift, rent the land or lease it, the planning committee should find out if a legal entity exists or is created, which, under the laws of

the State in which the property is located, is capable of holding title to real property or contracting for its lease or rental. State laws may permit the committee to be incorporated as a foundation, association, or society. Incorporation of the committee generally provides that liability for injuries or damages and responsibility for maintenance of property does not extend to the individual members of the committee.

Selecting a permanent site. When the committee is considering the purchase or acceptance of a permanent camp, it should think over these important points:

1. Have the 4-H and other extension service programs developed to the point where the investment is justified?

2. Can the upkeep of a permanent camp be handled without taking too much of the agent's energy and time?

3. Do the site, buildings, and other facilities meet the standards outlined in this section?

A well-planned permanent camp is preferable, but it can also be a burden. The enthusiastic person who is tempted to build a camp should look into all the possibilities and drawbacks before beginning a project that will probably be his responsibility for years. The original cost may be a small part of the burden. Maintenance and overhead are expensive, and camp buildings and grounds require continuous administrative supervision.

Renting a camp. In renting camp accommodations, it is advisable to consider and check on avail-

able dates of State parks, national forests, community agencies, and private camps. An advance inspection should be made to see if the campsite and its facilities meet the standards outlined in this section.

Be sure to have a written agreement. It should include: Condition of camp at opening and closing; plan for daily cleaning, and daily disposal of garbage and trash; source of firewood; regulations governing use of natural resources; equipment to be furnished; basis of rental fee; and liability insurance. It should also cover first-aid supplies; and the supply of brooms, brushes, mops, cleaners, disinfectants, paper towels, and tissues.

Other things to check should be nearness to hospital, recommended physician, post office, telephone, railway, bus lines, and source of supplies.

Important Features of Any Campsite

A beautiful, well-chosen campsite can help boys and girls develop a sense of citizenship and thus achieve an important goal of personality growth. Whenever possible, camps should be located in natural surroundings.

Some desirable points to consider are—

1. Acreage. Roughly speaking, 1 acre per camper, with variations depending upon topography, terrain, and nature of boundaries.

2. Water. Plenty of good, clean water for drinking, cooking, working, bathing, and sanitary facilities. Safe water for boating, swimming, and fishing.

3. Site. Maximum privacy in densely populated



Figure 5. Man cooperated with nature in the development of this campsite. Trees were planted by club members.

N.Y. Ext. Service

area. Free from unnecessary hazards such as cliffs, sink holes, and flash-flood areas. Should have excellent water drainage. In order to dry out play areas and clothing, shoes, bedding, and other camp paraphernalia after a rain, it is important to choose a site where air currents circulate freely. A setting of forest or woodland is most desirable, but this does not mean hemming in the camp itself. And it's good to select an area where sunshine can reach buildings, tents, and grounds, especially game areas, during a good part of the day.

4. Woods, native shrubs, hills, mountains, streams, and lakes.

5. Beauty of distant views and immediate setting.

6. Entrance. An easy or flat grade with no right-of-way through the property.

7. Possibilities for waterfront activities.

Buildings

The buildings, their equipment, and the use of that equipment is important to a well-run camp. Some standards that the camp committee should consider are outlined in this section.

Sleeping quarters. Carefully inspect all sleeping facilities in advance so that arrangements for proper beds, bedding, and other provisions can be completed before the camp starts.

Groups of 6 to 8 per tent or cabin are more easily managed. Large or small, the sleeping room must have good ventilation and at least 40 sq. ft. of space per camper. Keep bunks at least 6 ft. apart.

Single cots are preferable to double beds. Cots and mattresses should be carefully examined for cleanliness and freedom from vermin.



Figure 6. The usual but not the best.
National Committee on Boys and Girls Club Work

A camp bed can be surprisingly cold even in warm weather. Probably 50 percent or more of this cold comes from beneath rather than from above. Therefore, beds should be made with a folded blanket or some other protecting pad next to the mattress.

Sleeping quarters are sometimes used for living quarters during the day, so a place to hang clothing and a box with shelves in which to store small articles are essential.

Kitchen and dining facilities. The kitchen and dining-room areas are "make or break" buildings in camp. The best location is in the center of the camp, not too near the sleeping quarters, the lodge, or playing fields. For each person there should be 12 to 15 square feet for the dining area and another 4 to 5 square feet for the kitchen and storage rooms. Dry storage of 100 square feet is ample for canned foods, flour, sugar, and other dry products, if the storeroom is kept in order.

An efficient kitchen layout can cut down on labor and provide quicker service of food. Institution management departments of colleges of home economics may have plans. Michigan State and Cornell University have extension work in this field.

Dining room service. In keeping with the camp objective of fairness, members should enter the dining room in turn by cabins or groups. The picnic type of table, with permanent seats for 8 or 10 persons, is satisfactory.

Every camper needs 2 feet of table space, if he is to be encouraged to sit erect, serve others, and adequately handle his knife and fork. Table tops which are painted or varnished are easier to keep clean and more sanitary than those covered with linoleum. The table should be set as well in camp as in a well-regulated home. At each table a local leader or counselor should act as hostess and a camper should act as waiter.

Mealtime offers an opportunity to relax and visit together. Encourage campers to eat slowly, practice good table manners, try each kind of food, and contribute to a pleasant dining hall atmosphere.

An opportunity for spiritual emphasis comes in singing or saying grace. Local leaders and junior counselors may be encouraged to create a grace in



Figure 7. Everybody gets into the serving act but the director.
Idaho Ext. Service

their own words. Directors should remember the backgrounds of their campers and find graces that please the various represented faiths.

Menus. In menu planning, nutritional standards should be observed and be approved annually by a qualified dietitian. Home demonstration agents and State extension nutritionists are able and willing to help you.

People familiar with menu-making say: Plan something hot for each meal; feature foods that campers like; use a combination of soft, crisp, and chewy foods at each meal; visualize colors as they will appear on the plate of served foods; consider the cook's workload and equipment; and prepare hearty, satisfying meals.

Plan menus to include these important foods in every camper's daily diet:

Milk products—2 to 4 cups

Protein-rich foods—2 servings

(meat, fish, poultry, eggs, peas, beans)

Fruits and vegetables—4 servings

(one high in vitamin C such as tomatoes or grapefruit, one high in vitamin A such as carrots or greens)

Bread and cereals, whole grain or enriched—4 servings

HELPFUL FOOD MARKETING TIPS ¹

Yield of some common can sizes

Size of Can	Average servings per can	Average cups per can	Cans per case
	Number	Number	Dozen
No. ½	1 or 2	1	8
No. 1 tall	2 or 3	2	2 or 4
No. 2	4 or 5	2½	2
No. 2½	4 to 6	3½	2
No. 3	5 to 7	4	2
No. 3 cylinder	11 to 12	6	2
No. 10	16 to 25	13	½

¹ *Buying Food for Your Camp. Cornell Research Bulletin. Agnes C. Foley.*

A food plan for good nutrition. Quantity per person for 5 days.

Kind of food	Children 10-12	Girls 13-20	Boys 13-15	Boys 16-20
Milk	3½ qts.	4 qts.	4 qts.	4 qts.
Milk should be pasteurized and come from a reliable dairy.				
American Cheese	⅓ lb.	⅓ lb.	⅓ lb.	⅓ lb.
You may substitute one extra quart of milk if you do not use American Cheese; you need about 2⅔ pounds of cottage cheese (un-creamed) to substitute for 1 quart of milk.				
Meat, poultry, fish	2¾ lbs.	3½ lbs.	3½ lbs.	4 lbs.
Do not include over ¼ lb. bacon and salt pork.				
Eggs	5	5	5	5
Dry beans, peas, nuts	2 oz.	2 oz.	3 oz.	3 oz.
Bread and other cereals	3 lbs.	3 lbs.	3 lbs.	3 lbs.
Weights given are in terms of commercial bread, enriched or whole grain. If you substitute flour or cereal, count 0.7 pound as 1 pound bread. If you bake at camp, allow for additional fat and sugar.				
Potatoes	1½ lbs.	1½ lbs.	2¼ lbs.	3 lbs.
Citrus fruit, tomatoes	1¾ lbs.	1¾ lbs.	2 lbs.	2¼ lbs.
Dark green, deep yellow vegetables	½ lb.	½ lb.	½ lb.	½ lb.
Such as kale, carrots, green peppers, broccoli, turnip greens.				
Other vegetables, fruit	4 lbs.	4 lbs.	4¼ lbs.	4¼ lbs.
Such as green beans, peas, cabbage, corn, apples, bananas, peaches.				
Sugars, sirups, preserves	⅔ lb.	¾ lb.	1 lb.	1 lb.

Source: Institute of Home Economics, United States Department of Agriculture.

For Amounts to Serve 100

<i>Food</i>	<i>Description</i>	<i>Amount in pounds (except where named)</i>
Canned fruit and vegetables	No. 10 cans of fruit No. 10 cans of vegetables No. 3 cylinder cans	4 cans 4 or 5 cans 8 or 9 cans
Breakfast cereals	Uncooked cereal Ready-to-eat cereal Individual boxes (2 cases)	4 to 5 pounds 4½ to 6 pounds 100 boxes
Milk and milk products	(If you don't order this much fresh milk for 100 campers, be sure to use equivalent amounts of dried or evaporated milk.) Dried milk solids for cooking, baking, and drinking.	75 to 100 quarts per day 6 pounds
Fresh eggs	1½ to 2 cases per week	1½ cases
Beef	Approximately 3 oz. per serving Ground beef Stew beef Pot roast (chuck) Rib roast (boned)	18¾ pounds 25-30 20-30 40-50 35-40
Pork	Pork shoulder, bone in Fresh ham, bone in Smoked ham, boneless Bacon, 2 slices per serving sliced 24 to the pound	50 30-35 20-25 9
Veal and lamb	Stew veal or lamb Lamb or veal shoulder boneless for roasting Veal cutlets	35-40 35-40 25-30
Prepared meat	Frankfurters, 2 per serving, 8 to the pound Bologna, 2 slices per serving, 5-pound roll Liverwurst, 3 slices per serving Spiced ham roll or loaf	25 20 10 13
Poultry	Roast turkey, 2 oz. sliced meat per serving Diced meat dishes, 2 oz. per serving, New York dressed fowl	70 (dressed) 50 (eviscerated) 48 (dressed) 40 (eviscerated)
Fish	Fillets, steaks, or sticks (fresh or frozen) 4 oz. per serving	25-30
Fresh fruits	Peaches and pears (1 per serving) Plums (2 or 3 per serving)	25-30 20-30
Fresh vegetables	Potatoes, regular	35-50
Salad vegetables	Shredded or chopped, for 18 to 22 qts. salad	9-11
Beets, carrots, snap beans	For half-cup servings beets carrots snap beans	 25 30 20
Sweet corn	Buy by count or dozen depending on number of ears to be served per person	
Tomatoes	Slicing	20-25
Frozen fruits and vegetables	Frozen fruit (half-cup servings) Frozen vegetables (half-cup servings) Frozen juice (half-cup servings)	20 20 3 32-ounce cans



Figure 8. A clean, roomy dining room with a counselor for each table makes for pleasant, home-like meals.

Kitchen equipment and its use. To operate a camp kitchen for 150 people safely and efficiently requires the following large equipment:

- 1 10-burner, restaurant-type range with two ovens.
 - 1 double-deck oven.
 - 1 hood (with vent) to extend over range and ovens.
 - 1 30-quart, floor-model electric mixer.
 - 1 cook's table, 6 ft. by 42 in. by 34 in. high.
 - 1 worktable, 6 ft. by 36 in. by 34 in. high.
 - 2 portable tables, 3 ft. by 2 ft. by 34 in. high.
 - 1 portable equipment rack.
 - 1 utility sink, with 12-in. splash back.
 - 2-compartment sink, with right and left drain-boards (for pan washing).
 - 1 dishwashing machine with preflush arrangement or a 3-compartment sink.
 - 1 bread storage cabinet.
 - 1 desk
 - 1 chair
 - 1 file
- } for food service manager.

When you use a mechanical dishwasher, follow the manufacturer's directions. Have the dishwasher checked regularly and allow only trained personnel to use it.

If you use a three-compartment sink for dishwashing, the first water, with detergent added, should be 100° to 120° F.; the second water, to rinse off detergent and dish soils, should be 170° to 180° F.; and the third water, containing a sanitizing agent to destroy pathogenic organisms, should be 170° to 180° F. When the rinse water is kept at the recommended temperature, dishes do not need to be hand towed. Many States require that dishes be air dried.

A 75-gallon storage tank, heated with natural or bottled gas, provides enough hot water for washing dishes and other equipment for 150 persons—½ gallon for each person served per meal. Electrically

heated tanks must have a storage capacity of ¾ to 1 gallon per person served per meal because of the lower recovery rate, say Cornell University authorities.

A minimum of 525 cubic feet of usable refrigerator space, depending on the type of menus and the frequency of deliveries, is needed in a camp for 150 persons.

Two suggested combinations of units are:

Plan A

- 1 walk-in refrigerator, 8 feet by 10 feet
- 1 reach-in refrigerator, 32 cubic feet
- 1 frozen food cabinet, 20 cubic feet

Plan B

- 2 walk-in refrigerators, 6 feet by 7 feet
- 1 frozen food cabinet, 20 cubic feet

Both plans place the frozen food cabinet in a refrigerated room. Plenty of shelves and a slatted board floor should be provided. The maximum height at which food can be stored is about 6 feet, so this figure is used in calculating usable space.

In plan A the walk-in is set for 40° F. and all products are stored in it. The reach-in unit is used for storing often-used items to keep the warm air out of the refrigerated room.

In plan B one refrigerator is for storing dairy products and meats (35° to 40° F.) and the other for fruits and vegetables (40° to 45° F.).

Place a thermometer in every refrigerator and keep a daily record of its readings. These records aid the person responsible to serve food of high quality. They can also prove that he was not negligent if campers become severely ill because of food.

Holding cooked foods at kitchen temperature favors bacterial multiplication; also, bacteria may multiply in a properly maintained refrigerator when the food is stored in large batches. *Leftover cooked foods should be precooled quickly in running cold water before refrigeration. Refrigerate food in small batches.*

Cabins or tents. Many campers want to camp out in a tent at least one season. This can be accomplished either by having some villages of tents and some of cabins, or by having all cabins and using pup tents on overnight hikes or pioneer camping.

If a cabin or tent is functional, little importance need be given to shape, size, and material. Even a log cabin or Adirondack lean-to is suitable, if it meets the minimum space requirement, has cross-ventilation, plenty of light, a place for clothing, and will house 4 to 8 persons.

An ideal camp setup could be cabin or tent villages to serve not more than 24 campers with an adult and a junior counselor or camper-elected leader in each living unit.

Lodge. A building large enough for an assembly, for evening programs, and for use on rainy days for folk dancing is desirable for large camps. If the dining rooms serve a double purpose of dining and assembly, the storage and resetting of tables could become a camp chore. A fireplace in the lodge is not essential, but a good fire on a rainy day or night will lift the spirits of the campers.



Figure 9. A 2-room cabin with a 2-bed leaders' nook in the center. Seven campers and a junior counselor or cabin-elected leader occupy each room. The fireplace makes it suitable for fall and spring use. N.Y. Ext. Service 4-7979

Other buildings or tents. If funds permit, it is convenient to have buildings for craft shop, nature museum, pumphouse (water), and staff house. Otherwise, tents, surplus trailers, lean-to's or tarpaulins will serve the purpose.

Sanitation

Every camper should become familiar with various phases of sanitation. Many leaders have thought that since the program is so crowded, someone should be hired to do this sort of work. However, each camper should be required to use and help care for all waste-disposal facilities.

Any camp, no matter how temporary, should be provided with proper facilities for disposing of various types of waste, and these facilities must be kept sanitary. Lime, disinfectant, brooms, and mops are good health insurance.

Washrooms. Simple but adequate washrooms should be located in a secluded spot. One toilet seat should be available for each 10 persons. Adequate hand-washing facilities should be provided in the same building or a nearby building protected from the weather. Washrooms should be flyproof, nonoffensive, easily cleaned, and regularly inspected by local health authorities.

Garbage and trash. Garbage and waste materials should be kept in tightly covered containers. Burn or bury the contents daily. Incinerators should be located to eliminate danger from fire. If you bury the waste, cover it with 1 foot of earth immediately to keep away flies and other vermin. A nearby farmer may be willing to take the garbage as feed for his hogs. The containers should be well scalded or treated with chemicals before reuse.

Proper receptacles should be provided for candy wrappers, soapy wash water, cabin or tent floor

sweepings, boxes, and trash of all kinds. This will help induce a sense of tidiness, good citizenship, and pride in personal appearance. Also, such trash leaves a poor picture of camp life in the minds of the campers when they leave.

Health

Many things contribute to the mental and physical health of the camper—the food, the activities, the buildings, the equipment, and the program itself. Some of the things that contribute to the physical well-being of the camper are described in the following material:

Control of dust. This is a must for both health and comfort. If the main drives around the lodge and cabins are dusty, sprinkle them with calcium chloride or give them a light coating of blacktop. This will help to keep service trucks or other cars from spraying clouds of dust over groups of campers who may be studying or playing around the camp center. Inside the lodge and dining hall, sweeping compound should always be used.

Screening. Screens are essential for maintaining health at camp. The housefly is real danger wherever there is food.

Water testing. The camp should operate under a permit which includes approval of the water supply. Otherwise you must get a special written permit each year. The water supply should be adequate and of excellent quality. It should be tested regularly during the camping season.

Physical examination. A physical examination by a licensed physician and a medical history should be required for all staff members and campers within 1 month before they go to camp. The physical condition of all attending should be checked upon arrival at camp by a doctor or registered nurse.

The physical examination and medical history papers should be available at the time of checkup. The services of a registered nurse or camp physician is required throughout the camping season. If there is no doctor in attendance at camp, arrangements should be made to have a nearby physician available on call.

Inoculations. Before camp opens, campers should get the inoculations required or recommended by public health authorities. Food service staff should have certificates required by the local or State health boards. Tetanus toxoid is not usually demanded but is a good precaution.

Infirmery. A tent or a building is essential to house the nurse and provide a room for examination of campers upon arrival, or when they become sick or injured. Plan to provide a bed for each 16 campers in case of emergency. Place the infirmery a short distance from the center of the heaviest traffic, but in a quiet part of the camp.

Health emergencies. A person with first-aid training should accompany groups on out-of-camp activities and should carry equipment recommended by the camp nurse. All staff members should have fundamental knowledge of what to do in an emergency. In addition to the infirmery, telephone service and transportation should be available at all times for emergency use.

A complete list of campers and staff, their parents' names and addresses, and telephone numbers

should be filed with the nearest Red Cross chapter office for use in case of flood, fire, hurricane, or other emergency. This should become a routine matter so that the Red Cross knows the exact location of the camp and the campers' homes.

A list of supplies and equipment for 8 weeks of camp, 100 campers, follows:

Medicines

Aspirin (5 grains)-----	100 tablets
Baking soda-----	8 oz.
Calomine lotion-----	2 qt.
Salt-----	16 oz.
Collodion-----	8 oz.
Essence of cloves-----	2 oz.
Essence of peppermint-----	2 oz.
Household ammonia-----	16 oz.
Tannic acid ointment (American)-----	24 oz.
White petroleum jelly-----	16 oz.

Cathartics

Cascara sagrada (3 grains)-----	50 tablets
Milk of magnesia-----	16 oz.
Mineral oil-----	16 oz.

Stimulants

Aromatic spirits of ammonia-----	8 oz.
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Emetics

Mustard-----	8 oz.
Syrup of ipecac-----	2 oz.

(continued next page)

The image shows three overlapping forms from the American Camping Association and American Academy of Pediatrics. The top-left form is the 'CAMPERS HEALTH EXAMINATION FORM' for girls (pink), the top-right is for boys (blue), and the bottom is the 'CAMP HEALTH RECORD' (blue). The forms contain sections for personal information, medical history, immunization records, and emergency contacts. The 'CAMP HEALTH RECORD' also includes a section for 'IMPORTANT OBSERVATIONS TO FOLLOW WHILE AT CAMP'.

Figure 10. Campers Health Examination Form is available in blue for boys (Form 101-54) and pink for girls (Form 102-54) from the American Camping Association, Bradford Woods, Martinsville, Ind. The cost—\$1 per 100 copies. Also available are Camp Health Record (for each individual while at camp) and Camp Employee Health Examination Form.

Disinfectants

Green soap-----	16 oz.
Iodine, 2%-----	8 oz.
Alcohol (rubbing)-----	16 oz.
Merthiolate-----	24 oz.

First aid materials

Absorbent cotton-----	2 lbs.
Adhesive tape, ½-in. wide-----	5 yds.
Bandages	
3 doz. 1-in. roller	
1 doz. 2-in. roller	
1 doz. 2½-in. roller	
Adhesive bandages-----	1 gross
Sterile gauze-----	5-yd. roll
Compresses-----	1 gross
A few traction splints	

Miscellaneous supplies

Bandage scissors
Applicators, 144 doz.
Candles
Solid fuels
Needles (sewing)
Thermometers

Proper clothing. Proper clothing helps to avoid accidents. Low-heeled shoes that fit correctly are a protection against sprained ankles and blisters. Wool socks for hiking are better than cotton ones. Sweaters or coats for evening programs save blankets from getting dirty and keep campers warm. Rubbers or heavy shoes and a raincoat are welcome on a cold, rainy day.

Safety

Every camp should carry on a continuous program of safety education for its campers and staff, so that safety becomes a normal habit. Adult leaders with mature judgment set an example of good safety habits.

Waterfront safety. Waterfront safety depends, of course, on the kind of swimming and boating that is planned. Excellent advice and information are available from the American Red Cross. Efficient guard service is an absolute necessity if children are to go on or in the water. Needless to say, a lifeguard cannot teach swimming while on guard duty.

Practices and equipment for swimming, canoeing, sailing, and other watercraft activities should comply with the Red Cross standards.

People should be encouraged to swim but should be seasoned to the water gradually. Swimmers should be watched carefully, especially beginners or timid ones. Anyone overtired or chilled should be sent out of the water immediately to rest and get warm.

The "buddy" system recommended by the Red Cross, requires swimmers to go into the water in pairs. Every 10 minutes the lifeguard blows his whistle as a signal for buddies to get together for a check. This has proved an effective safety measure.

Waterfront equipment. Every well-organized camp aquatic program will have a comprehensive equipment inventory. All equipment should be on hand at the opening of camp. A list of the equip-

ment required can be obtained from the local Red Cross Chapter.

The local Red Cross Chapter can provide detailed information on dock layouts, boat mooring methods, and similar subjects from several available booklets.

Riflery and archery. When you include riflery and archery in the camp program, use and store the equipment only under qualified supervision. Neither activity should be made a part of the program without proper ranges.

Fire protection. The director of the camp is responsible for the regular inspection of fire-protection facilities and equipment. Containers for gasoline, kerosene, explosives, and other flammable materials should be properly marked and stored in a locked building. This building should not be occupied by campers or staff and should be located at a safe distance from program buildings and sleeping quarters.

Every camp with water under pressure should have adequate lengths of hose for fire fighting. Fire extinguishers, brooms, shovels, and pails for fighting fires should be placed at strategic points. Arrangements should be made with the nearest public officials for protection in case of fire.

Fireplaces and chimneys should be properly built and protected. Inspect them each year before camp opens. If required, obtain permits for incinerators or open fires.

All electric wiring and light fixtures should comply with the local building code or National Electric Underwriters Association code. Keep them in good repair. Emergency procedures for fire drill, civil defense drills, or any natural disaster should be planned and practiced.

Transportation. Occasionally you have to provide transportation for campers. When necessary, licensed buses and closed cars, driven only by licensed drivers over 21 years of age, are safest. If you must use trucks, seats should be provided for everyone. One adult counselor should accompany



Figure 11. The "buddy" board is a must for safety.
N.Y. Ext. Service 4-14323



Figure 12. One of the most popular activities at camp is the use of firearms. Ga. Ext. Service



Figure 13. Archery under strict rules and good leadership is the sport of 4-H Kings and Queens. SCS 7-9949

each 8 campers; and he should ride with the campers and not in the cab of the vehicle.

Camp administrators should see that all drivers are trained in safety procedures and are physically fit in every way. Trucks should be equipped with first-aid kits, fire extinguishers, and flares.

Other Essentials

Recreation and game areas. The camp should provide recreational and game areas. Although baseball tournaments and highly organized competitive sports are not recommended for short-time camps, facilities for a pickup baseball or volleyball game will help to keep the program interesting.

Desirable recreational facilities include a softball diamond; volleyball or basketball court; box hockey; tether ball poles; handball and horseshoe pitching courts; areas for fishing, boating, and swimming; and riflery and archery ranges.

Flagpoles. Every camp should have a good, centrally located flagpole with American and 4-H flags.

Program equipment. A pioneer type camp, with enough leaders, needs little equipment: Hand ax, first-aid kit, No. 10 tin cans, wire, shovel, and jack-knife. The program is built around food, clothing, shelter, nature, conservation, outdoor games, and a campfire.

However, when planning for more than 75 people in a resident camp it will be well to include ample

program equipment. Some essentials are: Athletic and waterfront equipment; enough simple carpentry tools and special craft implements for each camper in any class; piano, records, and record player with amplifier for marching, folk dancing, and to blow the bugle or make an announcement to be heard over a large area in an emergency.

Equipment such as an office desk, file, typewriter, and simple record cards, plus extra picnic-type tables for committee meetings, craftwork, or serving food for outdoor and indoor meals, helps make the program run smoothly.

Logs or planks for campfire seats, thunderbirds, totem poles, vesper stools, birdhouses, trail markers, camp signs, rustic bridges, lean-to's, pool fences, and safety handrails—these all lend themselves to group craft work.

Don't forget the 4-H banners and flags, pictures of the outdoors and of people from appropriate magazines, posters, and such sources. An amateur 4-H artist might even paint a picture over the fireplace. Agents and committee members can decide which pictures, costumes, playlets, games, and even landscaping will be used in a 4-H camp. One county camp has a mothproof room for the storage of costumes, thanks to the thoughtfulness of a committee member.

Closing Camp

It is essential that the closing of camp at the end of the year be handled with proper consideration for its facilities. Such care will insure the camp being ready to use the next year without too much cleanup and repair work. The following pointers will be helpful to the camp director and his staff in closing camp.

1. Mop the floors.
2. Have the persons in charge of waterfront, athletic, campfire, trip, craft, and kitchen equipment



Figure 14. Tetherball, quoits, box hockey, handball, volleyball, and even baseball have a place as a filler in the camp program. Nat'l Comm. on Boys and Girls Work.

make a complete inventory and give it to the camp director. It should show the condition of equipment and need for repair or replacement.

3. Store this equipment.
4. Remove all food and refuse.
5. Clean and dry all kitchen equipment. Apply a rust preventive to equipment that needs it.
6. Defrost and clean refrigerators and refrigerator rooms and leave doors ajar.
7. Drain all water lines, heaters, and pressure tanks.
8. Put kerosene in all traps and toilet bowls.
9. Disconnect all electrical equipment and open main switch.
10. Shut off gas line.
11. Cover chimneys to keep rodents out.

12. Wet down all rubbish piles, fireplaces, and incinerators.

13. Leave notes about contents on doors of rooms and on boxes.

14. Call power company to shut off electricity and gas, and see caretaker about water lines, draining the pool if there is one, dismantling the dock, painting boats, and shutting gates.

15. Pick up every piece of paper.

16. Check and lock all buildings just before leaving.

17. Call all campers that were sick or accidentally injured during camp the day after camp closes.

18. For good public relations, send well-written "thank you" letters to all leaders, volunteer or paid, before county fair time. This step builds valuable goodwill for 4-H camping.

Administration

Administration includes planning, promotion, supervision, personnel, and management.

Planning

A good 4-H camp program will move along smoothly with responsibility being shared by members of the camp program staff. A good administrator will assign work to competent leaders; this, in addition to effective precamp planning and training, should make for a camp where much attention can be directed to the welfare of the individual 4-H member in attendance.

Pre-camp. Most agents who have been conducting camp programs successfully recommend that the permanent camp planning committee meet prior to camp to outline plans. The planning committee names the camp program committee and considers such areas as the 4-H objectives, the spiritual purposes of camp, leadership, attendance, finances (last year's report and current year's budget), division of responsibility, safety, sanitation, housing, foods, and the general camp program.

The camp director notifies individuals who have been selected to serve as counselors by the camp planning committee and sends them copies of brochures and books to read. Sometimes new counselors have an opportunity to attend special leader training camps to receive pre-camp training. Four-H leaders, former and older 4-H Club members, students home from college, school teachers, and parents that have courage, conviction, and concern and who are respected members of their home communities make good counselors.

Pre-in-camp. The camp program committee, made up of members of last year's council, local leaders, counselors, and members of the camp planning committee are responsible for seeing that every-

one on the staff is adequately trained in the main activities of the camp. The director, as well as other workers, will learn the history, tradition, future hopes of the camp, physical setup, necessary routine, responsibilities of each counselor, and possible assets of each person for change of program. A real aid to the staff is a staff manual brought up to date each year.

Counselors are a very important part of the camp program. They not only help to plan the program as members of the camp program committee but they also help to carry out the programs. For that reason it is important for them to know exactly what is expected of them, and there are several ways to inform them: (1) Through advance correspondence and literature; (2) in pre-camp training sessions; and (3) in pre-in-camp training sessions.

New counselors should be encouraged to feel that they are studying to create a better camp. They need to be imbued with the camp way of learning so that they will take time to see trees, birds, and other tiny things that live and grow; and to meet and understand youth.

Promotion

Use literature to explain the camp to parents and prospective campers, and be direct, honest, and brief. Brochures and letters should attract attention, arouse interest, create desire, establish confidence, and promote enrollment. They should set forth the features of the camp, and cover information about staff, food, activities, safety, objectives of the program in terms of the campers' growth and development, how to reach the camp, visiting day, and camp fee. They should also include instructions for campers, such as kind and quantity of clothing, equipment, and other needed items to bring to camp.

To make the literature more effective, include photographs of the counselors and information about their qualifications and experience. Pictures of children participating in camp activities; of the camp setting and its buildings, water, land, and equipment will interest parents. A map showing the location of the camp, and its layout will be useful to parents. The camp motto and 4-H insignia will add interest.

Four-H councils, local leader associations, and junior leaders' meetings are good at spreading the news that it is "4-H camp time." You can also use newspapers, radio, television, circular letters, and perhaps your county magazine to tell the story. Local leaders are fine sources for getting the message to younger members. They can also inform parents on how to best prepare their children for camp experience.

Other good promotional techniques include making personal visits to 4-H Club meetings, holding an annual camp counselor banquet, selling T-shirts with the camp name, writing letters to parents, and having a definite visiting day.

Supervision

Overall supervision of camp property is not the responsibility of the camp director or the county extension agent. Decisions for major repairs, new buildings, or changes should be made by the camp planning committee. Agents should plan and manage precamp training for counselors and leaders. All instructors, leaders, and counselors should take charge of campers, under the director's supervision.

The combined camp leadership should be a coordinated team. *All leader* personnel should follow the same schedule as the campers. Most States disapprove of special parties for leaders—camp is not a vacation.

The attitude of agents and their relationship with each other, with the local leaders, and with campers will largely determine the character of the 4-H camp.

Personnel

The staff is the guiding and decision-making body of the camp. It usually consists of all agents in camp, the director, members of the program staff, food director, one man and one woman adult local leader to represent the counselors, one boy and one girl if there is a camp council, a representative of the junior counselors or counselors-in-training, and the manager, if the camp is large. In a small camp all counselors might be included.

State specialists, although sometimes used as staff members, make their contribution in the precamp planning and training.

The camp staff should be adequate for the maintenance of the camp, for the care, protection, and education of the campers, and for business administration. The administrative staff includes the director, office staff, maintenance people, cook, food director, and nurse. The staff is not responsible for direct program relationships with campers.

By all recognized standards, one adult leader should live with each cabin or tent group, and there should be one adult leader for every eight club members.

Each member of the program staff should work as a member of the group; contribute to the achievement of the camp objectives; possess moral character, integrity, and emotional maturity; display particular skills for his specific responsibilities; be at least 19 years of age, and have 2 years of college or its equivalent in experience necessary for camping. He should possess good health and vitality, enjoy outdoor living, and be able to understand the needs of the campers. The staff should place campers' needs ahead of personal desires.

Junior counselors or junior leaders who assist with program or housing should be at least 14 years of age.

Director and leaders. The camp director should have at least 2 years' leadership experience in an organized camp, including administration and working with groups. He should be a college graduate or have an equivalent background, and be at least 25 years of age; and should have good judgment, skill in supervising a staff, initiative, resourcefulness, a sense of responsibility, and a knowledge of the group process and educational philosophy. He should work cooperatively with the staff and campers and effectively run the camp in accordance with the objectives of the 4-H Club program.

West Virginia recommends that the directors of each camp and the extension agents attend a State 4-H training camp at least every 3 years for a refresher course or help with some county camp other than their own.

Most 4-H Club camps are county camps. In regional camps a few basic positions are kept by the same workers for the entire season, but it is still the responsibility of each county to find, train, and supply the leadership for the camp.

Leaders should meet each day and evaluate the events and find ways to improve them. This will give leaders an opportunity to discuss their problems and the progress of the campers. The staff which plans and shares together by meeting regularly will operate more efficiently and provide for a better program. The director can inform the staff of major program schedule changes and can solicit their help and advice. Knowing what is coming and informing the campers puts the leaders in a key position in the eyes of their campers. At least one person with outstanding ability and interest in creating a spiritual atmosphere might be on the staff. It might be better for that person to be a retired outstanding farm leader, rather than a clergyman.

Food director. A home demonstration agent or other qualified person should be placed in charge of the entire commissary and dining room. Duties include preparing menus, purchasing food, and employing cooks—all with the help of a subcommittee of the camp committee.

The food director is a key person. She trains waiters, checks tables, appoints and trains hosts and hostesses, and in every way teaches 4-H food and

nutrition through precept and example. She must also be a member of the camp council.

Nurse. To make a good health counselor, a graduate registered nurse must possess knowledge of communicable diseases, know the sanitation laws, and enjoy working with children.

The nurse's main objective is to build better health habits in the campers through the counselors and to guide the entire program of health and safety for the betterment of all. To do this she should take the following suggested steps:

1. Procure and care for the health supplies needed for the length of time camp will be held.

2. Supervise the first inspection of children after arrival at camp.

3. Make daily health checks of each camper and separate those who need further observation.

4. Give first aid and keep records of all treatment. (Know the policies of the camp regarding accident insurance.)

5. See that extreme hazards are removed and that children gain skill in facing ordinary hazards.

6. Advise or recommend changes in sanitation facilities, menu planning, and care and preparation of the food, if necessary.

7. Aid in adjusting the program and balancing the quiet and active play to meet the individual and group needs for rest and relaxation.

8. Teach first aid or home nursing to the staff and the campers, if the camp desires such a program.



Figure 15. A registered nurse working under written doctor's orders gives peace of mind to parents.

Oreg. Ext. Service

9. Make sure that the staff is sufficiently trained in first aid to meet emergencies.

10. Direct daily cabin cleanup and train inspectors if cabins are judged.

Water safety counselor. The water safety counselor, who is an adult, at least 21 years old, in good health, and who holds a current water safety instructor's certificate from the American Red Cross, will insure safety and inspire the director's and parents' confidence.

Other counselors. Train counselors to create a new design or pattern in crafts. Counselors-in-training have the opportunity to encourage campers to explore, to create, and to develop new projects. How? By asking more questions than they answer, pinpointing interesting details, being a student themselves, creating an enthusiastic approach to every problem, and letting every camper discover new fields for himself.

A good counselor will quickly recognize that to carry out his responsibilities effectively he must—

1. Live as the campers do.
2. Be able to interpret camp rules.
3. Develop the cabin group as the "family" group.
4. Guide campers in their program choices.
5. Be alert for unhappiness.
6. Check health and safety.
7. Watch for strain, tension, and the left-out camper.
8. Have a quiet "at home" period at bedtime.
9. See that rainy days are special adventure days.

He will also find many opportunities to help campers to—

1. Take better care of personal belongings.
2. Take more relaxation.
3. Learn better table manners.
4. Be more willing to participate in group singing and other group activities.
5. Have a greater feeling of freedom.

Management

A camp cannot be an effective one unless it is well managed. This means the setting up of a budget in advance of camp. It is important for the director or manager to follow this budget, keep financial and other records, have written agreements with staff members, and see that the insurance carried covers camp property, buildings, and the campers.

Budget. A budget, developed by the camp planning committee and followed by the manager or director, is the common way of authorizing expenditures. There must be funds enough to guarantee good food and a good program. These are more important than trying to run camp on shoestring.

Financial records. It is essential to keep an accurate financial record of camp funds. Every expense should be covered by a written statement and check number, and an order by the lay chairman of the committee to pay the amount due. Every dollar should be deposited in the camp account and all bills should be paid by check. It will be money well spent to bond the treasurer and the person who collects the camp fees.

Here are two sample budgets and financial statements to guide your recordkeeping.

FINANCIAL BUDGET AND REPORT

Two Different Camps

<i>Expenses</i>	<i>3 weeks 1 county 170 campers</i>		<i>6 weeks 7 counties 720 campers</i>	
	<i>Budget</i>	<i>Report</i>	<i>Budget</i>	<i>Report</i>
CAPITAL ACCOUNT				
Purchase of land or buildings.....	\$90.00	\$87.07	-----	-----
Purchase of equipment.....	-----	-----	\$500.00	\$124.62
Payments on loan principal.....	-----	-----	-----	-----
Construction or remodeling.....	-----	-----	-----	-----
(a) Labor.....	-----	-----	1,000.00	1,000.00
(b) Materials.....	-----	-----	500.00	482.22
Sinking funds:				
(a) Equipment.....	-----	-----	50.00	17.50
(b) Improvements.....	-----	-----	300.00	-----
OPERATING AND MAINTENANCE ACCOUNT				
Wages:				
(a) Kitchen help.....	180.00	180.00	1,496.00	1,480.00
(b) Staff.....	200.00	202.24	2,970.00	3,184.83
(c) Caretaker.....	-----	-----	1,150.00	1,118.00
Fuel.....	25.00	23.00	50.00	61.60
Electricity.....	25.00	24.96	400.00	462.63
Telephone.....	-----	-----	184.33	121.77
Interest.....	-----	-----	-----	-----
Insurance:				
(a) Campers' health and accident insurance.....	50.00	51.60	400.00	485.50
(b) Fire and liability.....	60.00	59.69	650.00	523.68
Upkeep and repairs (maintenance):				
(a) Labor.....	30.00	31.25	2,000.00	1,623.80
(b) Materials.....	70.00	70.72	-----	-----
Supplies:				
(a) Food.....	500.00	475.90	5,000.00	4,344.57
(b) Other kitchen supplies.....	40.00	34.18	150.00	36.59
(c) Medical.....	9.00	8.34	-----	60.53
(d) Camp store.....	70.00	67.40	450.00	1,235.46
(e) Crafts.....	100.00	199.22	750.00	1,276.36
(f) Others.....	-----	-----	325.00	369.18
Special trading account.....	50.00	33.56	300.00	112.48
Miscellaneous.....	10.00	13.94	41.44	186.45
Rental.....	180.00	179.00	300.00	300.00
Total expenses.....	1,689.00	1,742.07	18,966.77	18,607.77

CASH RECEIPTS

<i>Receipts</i>				
Balance on hand.....	\$19.72	\$19.72	\$4,354.77	\$4,354.77
CAPITAL ACCOUNT				
Contributions.....	-----	-----	250.00	122.50
Loans.....	-----	-----	-----	-----
Miscellaneous.....	-----	-----	10.00	-----
OPERATING AND MAINTENANCE ACCOUNT				
Campers' fees.....	\$1,505.50	\$1,705.50	\$10,800.00	\$11,923.05
Contributions.....	80.00	80.00	-----	-----
Rent.....	-----	-----	2,000.00	2,237.00
Camp store.....	60.00	155.50	1,552.00	2,583.62
Special trading account.....	150.00	152.90	-----	-----
Craft.....	-----	-----	-----	-----
Total receipts.....	1,815.22	2,113.62	18,966.77	21,220.94

Other records. Keep records of food inventories and daily meals. Also keep important documents like permits required by local and State authorities.

Keep records of each camper for several years, showing consent of parents for campers' attendance, registration, health examination, first aid, and medical treatment. They will be useful in case of claim for damages.

Investigate accidents promptly. Keep records of the cause and time of each accident, treatment, and persons involved.

Agreements. Written agreements between staff members and the director or manager may be handled in two ways, either by letter or manual. The staff manual used at the Hidden Valley 4-H Camp, New York, contains the following information:

1. Dates of employment and amount of salary.
2. Method of figuring amount to be withheld for income tax. Cost of board and amount of pay is added together to get basic figure. (Example: Salary—\$7 per day; board—\$1 per day; total \$8 per day.)

3. Date salary will be paid.

4. Room and board will be furnished and employee must furnish bedding.

5. Employees are expected to have a thorough physical examination at camp expense; employees pay doctor's bill and present receipted bill for reimbursement.

6. Hiring and promotion depend on quality of service. Preference is given to those with previous service and to college students earning funds for their education.

7. Sick leave and emergency leave are granted with pay up to 1 day for each 10 days of service at the discretion of camp director.

8. The camp staff employed for the season will be given at least 4 hours off duty during daylight hours on a schedule. One-half day per 6-day period may also be arranged by director and employees. Short-time staff will get 4 hours off during daylight hours.

9. All staff members, including volunteers paying no camp fee, are employees of the Schuyler County Extension Service Association and are covered by workmen's compensation but not by social security. All injuries are reported immediately to camp director or nurse.

10. The camp carries comprehensive insurance as well as fire and theft insurance.

11. The staff may use camp equipment and facilities when their use does not interfere with the regular program. These facilities include athletic equipment, crafts, the library, and so forth.

12. Staff room and shower—neither open to campers—are available.

13. Staff includes full—or part-time paid workers and volunteer adult leaders receiving board and room at no expense. It does not include counselors in training.

14. All regularly licensed employees may legally drive the county car for camp business when re-

quested and are fully covered by insurance while doing so. Transportation of staff employees to town during free time may be arranged at reasonable notice.

15. Every staff employee should agree to adjust his habits to the customs and ideals of the camp so that he will be a credit to himself and the camp. He must also keep hours and maintain habits which will enable him to remain in excellent physical condition.

16. Staff should keep their quarters in good order. The staff may have visitors during their free time and invite them to a meal at no expense to the visitor. Radio use should in no way interfere with campers. Snacks are available at all reasonable hours. See the cooks; don't feel free to raid the icebox.

17. Termination of employment. The camp reserves the right to cancel agreement on 1 week's notice should epidemic, fire, or weather make camping inadvisable. Employee agrees to give at least 1 week's notice if desiring to resign.

18. Employees shall be dismissed immediately in the case of gross misconduct, and will be paid in full for time he has served on the staff. The employee will receive clearly written reasons for his dismissal, prepared by the camp committee, and will be given full opportunity to meet with the committee to appeal its decision.

Forms. Forms in common use are camper's application to attend camp, registration card, health history, health examination, health record at camp, budget, financial statement, accident report, campers' bank deposit, and Red Cross swimming test report.

Camp report. A camp report, suitable to send to the county officials, members of the camp committee, and the State 4-H Club office, might include the following information:

Name of camp

Property owned by

Address and location

Counties participating

Dates of camp periods

Number of days operated in each period

Detailed information about the campsite, its health and sanitation facilities, organization, attendance, and insurance provisions could also be included in the report. Supplementary material, such as the daily program, financial report, and camp folder could be submitted with the report.

Insurance. The usual kinds of insurance carried by camps include fire and extended coverage, theft, workmen's compensation, comprehensive liability, camper health and accident, and staff health and accident. A motor vehicle policy, including non-owner coverage, liability, and property damage, should be in effect on all cars and trucks used for camp purposes.

Make sure that the *comprehensive* liability policy is large enough to cover any claim and that it is written in the name of all persons concerned—State and county extension organizations, owner of the camp, agents, manager, and director. The camper and staff health and accident policies should be in

effect from the time a person leaves home until he returns home. Polio is usually exempt but may be included at an extra cost.

Tuition refund and epidemic insurance policies are available, but they are high in cost and seldom carried in short-term camps.

Camp store. The camp banker is often the store-keeper so that the campers' money accounts are

available when the store is open. Some camps, instead of selling candy and soft drinks, provide an afternoon snack of apples, plums, cookies, milk or fruit drinks. Nutritionwise, this is better than sweets, and campers do not have to take as much money with them to camp. The store might also stock ice cream, stationery, nuts, stamps, cards, and the camp insignia.

Organization

Organization includes organizing the campers, outlining traditions and setting up rules, and evaluating the camp program.

Organizing the Campers

Campers are treated like adults. They have the same opportunities as citizens of a community.

Councils. If the camp is organized into units or villages, each cabin may elect a representative to the unit council. This council elects two or more, as planned, to the camp council. If a camp consists of a boys' village and a girls' village, each cabin may elect a representative directly to the camp council.

The best camp council consists of some of the older 4-H members who have served on the camp program committee, plus a democratically-elected representative from each of the groups in camp. Younger members elected serve with the older boys and girls and in turn become members of the camp program committee in later years.

A staff member acts as the council adviser. In a mixed camp, a man and woman staff member are usually appointed to the council.

Duties of the council include: Providing an inspection committee, selecting campers to preside at the assembly sessions, planning and directing evening programs, selecting themes for the day, and discussing reasons for rules.

A camp council is an excellent device for leadership training. By making campers responsible for their own behavior, discipline problems are lessened and campers are provided an opportunity to grow toward mature judgment.

Living-group leaders. A camper might be selected by his or her mates as cabin, tent, or squad leader with duties that may include answering roll call by cabins at flag raising, serving as liaison between camp council and cabin mates, and assisting the cabin counselor in different ways. In fact, junior counselors often start as cabin leaders.

Junior counselors. A junior counselor is not a camper and not an adult leader. Instead he is an older club member who has been chosen and trained to assume certain responsibilities which may include assisting with group instruction and recreation, blowing the bugle, directing campfire building, leading pledges, and saying grace at mealtime. All junior counselors are in training and their duties give them opportunities to practice leadership roles.

Counselors-in-training. As with the junior counselors, the counselor-in-training is a boy or girl hoping to assume a counselor position in the near future. Many 4-H camp directors use this device to train counselors for their own camps and to provide training for club members who may find work in private camps. Counselors-in-training often pay enough fee to permit the camp manager to employ a full-time counselor to lead this group.

Qualifications include character and conduct which exemplify the ideal aims in camp guidance, a sense of humor, creativeness, imagination, initiative, good judgment, and genuine interest in helping young people with their problems.

The 3-year training course for counselors suggested by the American Camping Association includes history of camping, methods of teaching, skills of pioneer camping, practice in leadership, and supervision of campers. Some camps use the term "apprentice counselor" for the third year and the trainee does not pay a fee.

Groups or tribes. As 4-H members register on the first day of camp, they are assigned to clubs, tribes, companies, or families of a size predetermined by the camp layout and other limitations.



Figure 16. Tribal chiefs in a West Virginia camp meet to coordinate an evening program. W.Va. Ext. Service

Twelve to 20 campers make an ideal-sized group. You need enough members to get a real group spirit, which can either make or break a well-planned camp.

Tribal divisions give an opportunity to balance the number of boys and girls in a group, to provide for age and size differences, and to place individual campers where they will fit best. The small group is a useful unit through which it is possible to establish self-government, conduct competitive games and events, and teach classes.

The group can conduct the business of the camp. Often, each group elects a representative to the camp council. Usual group officers are chief or president, sagamore or vice president, scribe or secretary, song leader, cheerleader, and news reporter.

Cabin grouping and leaders. The needs and problems of junior 4-H'ers are different from the needs and problems of the senior members. In Georgia members are housed in three groups—10 and 11 years old, 12 and 13 years old, and 14 and above. This division into age groups improved attitudes and made camp more enjoyable for everyone, particularly the cabin counselors.

Some camp committees plan only two age-group camps, the 10 to 13 year-olds and those age 14 and above. Within these ages, it is more important to house the campers according to friends or by clubs than by age division.

However, in camps that have children of all ages, it is better to house them in like groups. Older girls prefer to be with campers of their own age. They like more freedom and privacy than the younger groups. Younger children usually tire sooner and need more sleep than the older ones. If they are housed separately the younger group will usually get more rest.

Interpretation of interest is useful in grouping campers. The act of creating anew—or re-creation—becomes important with the teen-agers. A pastime, diversion, or other device affording relaxation and enjoyment should be planned for the young rural men and women, and recreation for the homemaker and family camper.

A volunteer cabin or tent counselor—local leader, parent, college student, or junior club leader—will find work easier if the group does not exceed eight campers. Six or even four campers, a junior leader, and an adult counselor make an easier family living pattern.

Camp Traditions and Rules

Soon after registration the author suggests that cabin counselors discuss traditions based on democratic principles with the campers. The campers may express themselves in favor of or opposed to, but they are in a much better frame of mind to accept a few simple rules when the camp council publishes the traditions. First and most important is the rule of common courtesy.

Other suggested policies and traditions are:

- . . . vespers each evening
- . . . echoing taps

- . . . closing parent-guest luncheon
- . . . candlelight ceremony at close of camp
- . . . staff hosts at each table
- . . . clubs for camp duties
- . . . bank all cash
- . . . staff retires at same hour as campers
- . . . neat camp
- . . . rest period each day
- . . . well cared for property and equipment
- . . . no swimming without a guard
- . . . the "buddy" system
- . . . shower before supper
- . . . fresh clothes for evening program

It may be good to talk over needed regulations with members of each cabin or village before attending the council meeting to decide the rules for the entire camp. Of course, the members in turn have representation on the staff sessions. They also hear of any flagrant disregard of rules and suggest ways and means to curtail campers who are out of line.

The individual camper also needs to develop some rules to help him live with others, such as taking turns, being a good sport, not letting the other fellow down, being a good neighbor, and being a decent, law-abiding citizen. The following camper's code should also help him.

The camper's code. A camper respects the camp rules as necessary for safety and observes them with care.

A camper seeks wide acquaintance at camp so that he may discover new friends.

A camper knows that there's work to be done in a camp and that sometimes it may conflict with his inclinations.

A camper realizes that clean food, clean dishes, a clean person, and clean quarters are essential to health and self-respect.

Evaluation

Test to see if 4-H camp objectives have been fulfilled. Evaluations of a camp may be used in planning and improving the next camp. Here are some ideas for the tests:

Camper evaluation. The "temperature chart" method of obtaining camper opinion on any phase of the program is a check sheet of "excellent," "good," "fair," and "poor" on questions. For example: How did you like yesterday's hike? Provide a place for suggestions for changes. It is wise to tabulate the results by age groups 10 to 11 years, 12 to 13 years, and 14 years and above.

Counselor evaluation of camper. Counselors usually have a duplicate registration card for each camper. On the reverse side directors pose questions to guide the counselor. They may be:

1. Has he made new friends?
2. Is he cooperative?
3. Does he do his share of work?
4. Has he made the acquaintance of an adult?
5. Has he been recognized for being outstanding in anything?
6. Has he done something original and worthwhile?

Figure 17. Suggested scorecard for judging your camp's program.

Rating Scale

5—very high 4—high 3—average
2—low 1—very low

1. Is it fun?
2. Does it consist of participation rather than spectatorship?
3. Does it teach a new skill, give the camper a new interest, develop self-confidence, provide group status and self-satisfaction, or otherwise add to the *individual development* of the camper?
4. Does it involve cooperation, growth of the camper in *getting along with others*, and learning to share responsibilities?
5. Does it provide any leadership training?
6. Do campers have any responsibility for planning the activity?

7. Is he accepted by the group?
8. Has he shown any leadership ability?
9. What would you tell his parents if they asked if he were a good sport?
10. Did you gain his confidence?

Director evaluation of counselors. The camp director will rate the counselors for each period of camp and on this basis decide on a final evaluation. The final report is transferred to the counselors' 4-H permanent cards in the county extension office.

Suggested qualifications for rating counselors are physical health, emotional stability, spiritual life, adaptability, personality, leadership ability, and reliability.

Some directors prefer symbols, as camp records are available to all counselors. Suggested devices are:

- O—has given no evidence of progress
- X—has made effort with some results
- S—has made normal progress
- #—has made unusual progress
- Y—has previously achieved
- N—no opportunity to observe

Evaluating the camp program. The program is everything that affects the campers during the camping period. The aims of camps may vary depending on the aims of the parent organization, but every camp must have some objectives to guide its program—something to shoot for. The general objectives which most camps agree upon have been arranged in a rating form for evaluating camp activities.

This form focuses attention on the most widely accepted camping objectives and on the fact that a camp program cannot be evaluated by what activities it includes but by what it does for the camper.

Evaluation from a parent's point of view. To improve the camp program, think of the questions a parent might ask before deciding to let his child attend camp. They could be—

Will he grow closer to God in the beauty of the out-of-doors?

Will he have a happy experience?

Will he develop habits leading toward better health and greater safety?

Will he give more attention to cleanliness and orderliness?

Will he take better care of property, including his own?

Will he become more honest in thought and deed?

Will he learn how to be more thoughtful and kind, in relations with fellow campers and in having fun with but not at the expense of others?

Will he have a sustained interest in new friends, chosen on the basis of character?

Will he be more independent and dependable, and will he make wiser choices and decisions?

Will he know how to take his turn in leading or following?

Will he acquire useful knowledge and skills?

Will he complete creative projects through honest workmanship?

These questions do not concern activities involving manual skills. Instead, they represent the real purpose of the camp program.

The extension agent and county planning committees may find further evaluation factors in the county camp report that will aid them in studying such items as agents' time devoted to camp, cost per camper, or percentage of membership attending camp.

Program

Organized camping should be an integral part of the total 4-H program. The value of the camping experience to the 4-H members, leaders, and staff depends upon a carefully planned and conducted camp program.

Camps designed to offer a general program should include a variety of situations in which campers will have an opportunity to acquire a feeling of competence and enjoy themselves in the natural outdoor setting. They should have a chance to take part in group projects, special events and ceremonies, and social activities. They should share in the care and improvement of the camp, work to increase their knowledge and appreciation of the world in which they live, learn their relationship to the environment through activities to promote such understanding, take part in the planning and preparation of meals cooked out of doors, and create spiritual responses to camping experiences.

Providing a worthwhile experience for 4-H Club members at camp takes time and thought and should be held in as high esteem as leader training. Camp gives staff members an opportunity to know and understand the youngsters. This is vital to keeping the entire 4-H program suited to needs and interests. Camp provides an opportunity for much leadership training in a short time.

A camp program should meet the needs, interests, and abilities of the campers. A program for younger members will be different from one for older campers. Where possible there should be a separate camp for younger members. If time and facilities permit, you might arrange a separate program for activities on an interest-group basis, including hikes, games, discussion groups, and evening recreation.

The daily program should be planned to reach all the objectives listed for the camp. Experienced campers representing all age groups should be members of the planning committee.

A Balanced Program

A balanced program should include educational, inspirational, and recreational activities, plus a rest period and some free time.

Educational activities include citizenship, orienteering, exploring our environment, health, safety, music, swimming, trail building, conservation of natural resources, exploratory hikes, woodcraft, nature crafts, handicraft, bird identification, recreation leadership, story telling, camp cookery, map reading, good grooming, and courtesy.

Inspirational ceremonies include flag raising and lowering, camp opening and closing, vespers, fire-lighting, taps, and candlelight.

Recreational activities include games that are suited to the environment and singing, music, dancing, and swimming.

A camper should have an opportunity to choose some of his own activities.

Nine hours of sleep is considered essential by health authorities.

For good mental as well as physical health, a rest period is essential, preferably after lunch. This means that each camper stays at his own bed sleeping, writing, reading, or talking.

A free period, preferably late afternoon, should mean just that—free time, not committee meetings or other activities which deprive the campers of this period.

To the camper, camp means fun, things he enjoys. The program should be planned with this in mind. But it is possible to have too much play. Campers should go home filled with the sense of satisfactory achievement and time well spent. Subject matter that is well selected and enthusiastically shared will be accepted as good fun in camp.

Campers expect and enjoy a set pattern of activities for each day. Time the activities to keep all campers busy and active, but not under pressure. A camp program that sends youngsters home so tired they need 2 or 3 days to sleep and rest does not meet camp objectives.

All available leadership should be used.

Experienced campers are necessary on the planning committee and in leadership roles in camp.

When planning the program remember: Campers can experience cooperative leadership in activities and situations and also by making decisions and assuming and carrying out responsibilities.

Incentives and awards, which are of little cash value, but high in prestige, are very stimulating. These might include: (1) A flag or specially designed trophy made of pine cones or ferns, from the area, used as a centerpiece for the table that is judged best in table setting each meal or each day; (2) a banner for the cabin whose grounds and interior are judged best at cabin check; (3) badges on caps of camp council members; (4) neckerchief or badge as a daily good camp award to a selected few with high standards; or (5) recognition of the final campfire ceremony of the outstanding camper for the entire camp period, selected by secret ballot the last full day of camp. All these awards help develop leadership for the next year's camp, good morale, good camp behavior, and participation during the current camp.

Campers develop skills and learn a great deal if programs for evening campfire, ceremonials, and recreational activities are planned and presented by the members themselves.

Flexible vs. rigid. A study of 4-H camping from coast to coast shows that most 4-H camp directors prefer a program planned by experienced campers so that each camper has plenty of choices. Changes

can be made to meet the majority decisions of the boys and girls.

The 3-day camp with only 48 hours of program time runs the risk of having every minute scheduled. In such camps it is all the more important to give attention to camp objectives. The committee will need to use care in selecting events and types of activity in order not to crowd a 5-day camp into a 3-day period.

Emphasis upon informality. Units of 10 or 15 girls and boys, guided by a counselor-adviser and a junior counselor, may achieve the most informality—leisure time will be adequate, individual choices will be maximum, and group cooperation will be assured. These groups can be somewhat independent, conforming only to the schedules for meals or evening programs, or possibly both. The camp staff could be called upon to help and instruct the group.

Unit members may suggest a certain swimming time, want to learn to build a fire, or gain skill in leading games so they could put on a campfire program. The adults in camp—the camp staff—could aid them in reaching these goals. The counselor could guide the unit toward more mature judgments and be aware of the natural program possibilities of the area and the skills of the staff. He could also make useful suggestions to the unit.

Another informal approach. Another way to have a flexible program is to have several leaders trained in an activity (might be a person with a hobby). At morning assembly (outdoors, of course), let the campers select the activity they would pursue that day. Then campers in groups of not more than 10 could choose from taking an exploring hike; investigating marine life; collecting rocks or arrowheads; identifying birds, game, trees, or plants, forestry; advanced swimming; fishing; mountain climbing; riflery; archery; conservation activities; or camp improvement.

Everyone takes a lunch even though his activity is nearby. All return in time for cleanup, rest hour, and an afternoon program, starting at 2 or 3 o'clock. The remainder of the day might include swimming, preparing for the evening program, and a free hour before dinner. Here's a typical daily time schedule for this kind of program.

6:30 a.m.	adult counselors' meeting
7 a.m.	veille
7:20 a.m.	flag raising
7:30-8:15 a.m.	breakfast
8:15 a.m.	staff meeting
8:15-9 a.m.	cabin and camp cleanup
9-10 a.m.	interest groups
9-11 a.m.	junior counselors' inservice training
10-11 a.m.	interest groups
11:15-11:45 a.m.	assembly or swim, or both
12 noon	dinner
12:45 p.m.	store
1-2 p.m.	rest period
1:30-2 p.m.	tribe advisers' meeting
2-3 p.m.	tribal meetings
3-4 p.m.	directed recreation
4-5 p.m.	general swimming

5-6 p.m.	free time
5-6 p.m.	outpost campers may return for evening
6-6:45 p.m.	supper
7-7:10 p.m.	flag lowering
7:10-7:30 p.m.	vespers
7:30-8 p.m.	free time
8-9 p.m.	campfire or evening program
9 p.m.	snacks
9:30 p.m.	good-night ceremony
10 p.m.	taps

Within this skeleton program the council and the staff can make changes—depending upon the weather and the mood of the campers. The campers may desire to present a water pageant, stage a circus, or allow a special outside feature to be presented at camp.

Camp programs will vary, and rightly so, if we accept the basic principle of freedom of choice and allow for differences in personalities, ages and environment. Many of the objectives that have been discussed for camp can be attained through a program so well planned that the camper is guided into satisfying experiences without realizing that it was not the inspiration of the moment that carried him away.

Arriving at Camp

If the precamp has been a success everything is ready for the campers when they arrive. Some directors prefer to have campers arrive in the morning and others in the afternoon. In either case, the cabin counselors are at their cabins.

Starting off. Let's assume the camp is opening in mid-afternoon. As soon as the members register they are assigned to a tribe and a cabin. Junior counselors often accompany the camper and his parents to the cabin. Everyone is introduced, and the cabin counselor immediately makes "Johnnie" feel at home. There are beds to make, clothing to put away, washrooms to visit, activities to choose, and soon in his swim suit and with the doctor's physical and mother's health history, he appears at the infirmary. From here he may go to the waterfront for tests to put him in the proper swimming class for the next day or he may be isolated at the infirmary for rechecking by the nurse.

When the cabin group is complete, the members tour the camp, then clean up and get ready for supper. On the tour one group may play box hockey, another tether ball, handball, shuffleboard, checkers, dominoes, or catch; or get interested in something at the craft shop, nature museum, bake pit, or he may learn the story of the camp as interpreted from the totem pole by a former camper.

The cabin group has now been together 2 or 3 hours. They have elected a junior leader to represent them on a village council or the camp council, and have put their cabin in order for the night. After their tour of the camp, they have selected a couple of individual activities for scheduled classes,

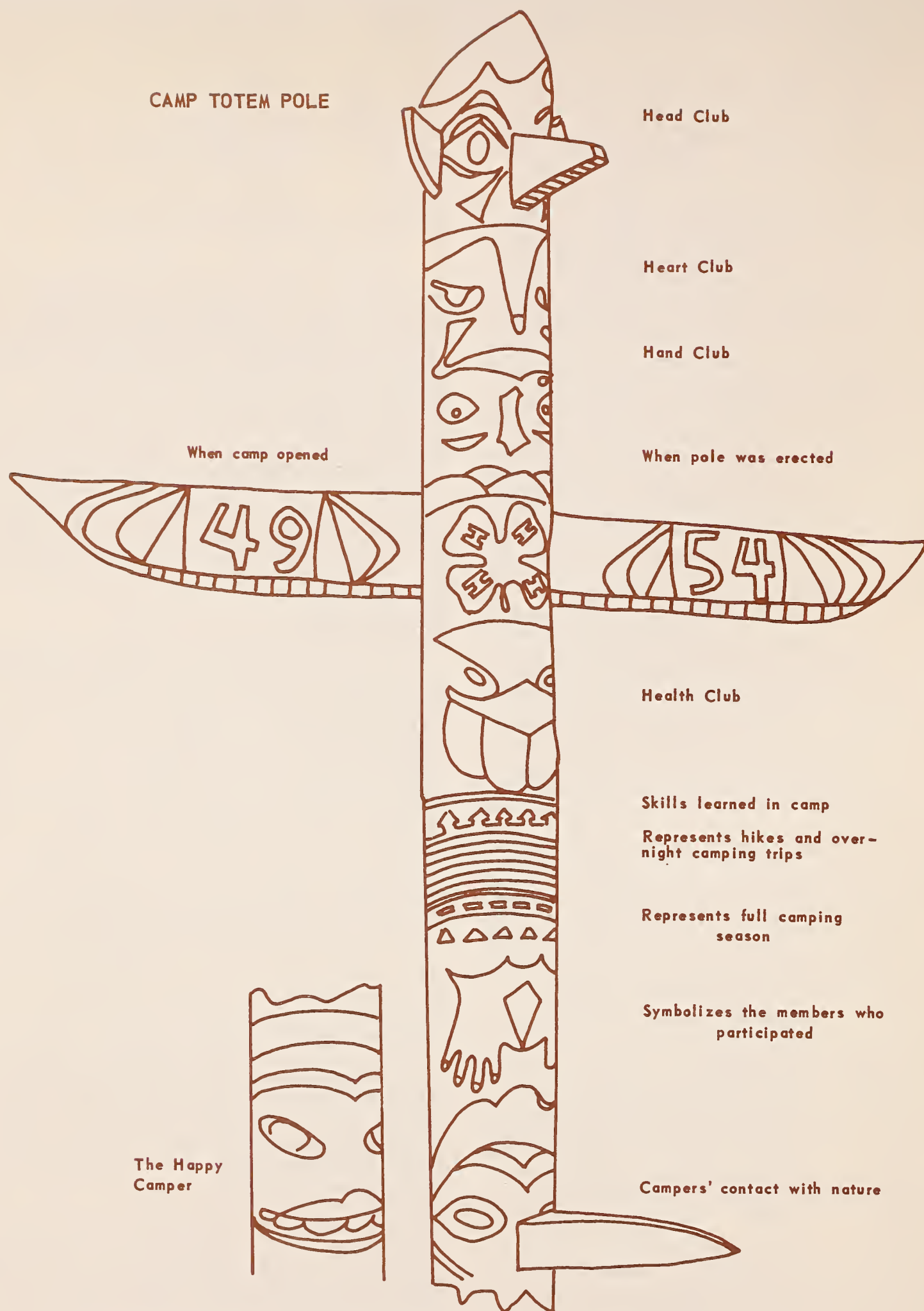


Figure 18. The story of the totem pole as developed by a counselor from Camp Ingalls, Vt.

or as a group have agreed to the activity they will all pursue the next day. If the first, each one will follow his two subjects every morning all week. If the second, they will make a daily group selection. The junior counselor has taken their choices to the camp director, who by suppertime has a set of plans for the next day.

As far as the cabin group is concerned there are no other people in camp. They are a happy family, busy planning and learning.

A blaring bugle interrupts them. Hungry? You bet! Everyone heads for the mess hall where there is a schedule for cabin groups to enter the dining hall. Each group will have its own table.

Short greeting. After the leisurely meal the director says something like this: "Welcome to your 4-H camp. Your clubs at home earned money to build it, so use it as you would your very own camp. I hope you enjoy your stay. We're here for fun, don't forget that. Glad you family cabin groups have had a chance to make some decisions. All the cabin groups make the community of camp. Most communities have laws. We have only one as yet. It is a hold-over tradition from last year's camp—the rule of common courtesy. *Please! Thank you! Ladies first! We take turns!*

"God is first, you're next, I'm last.

"Yes, there may be other traditions and even rules, if we need them. But that's the camp council's job to make those decisions. That's all for now, folks! Let's go to flag lowering."

First Evening

The first evening's program not only includes some of the events that will be held every night but includes meetings being held for the first time that may be held at other times of the day for the rest of camp.

Flag lowering. The group gathers about the flagpole, and the junior counselors give a snappy, correct demonstration of flag lowering and folding. Tomorrow a tribe or club will have charge. (See "Ceremonies.")

Vespers. With the words at flag lowering, "Camp dismissed," a local leader steps forward and says, "Let's go this way for vespers." It is well to explain vespers to the campers, preferably through the cabin counselor. It is quiet period with songs, readings, good thoughts, and just watching the clouds, water, trees, and setting sun. Everyone attends. If parents stipulate that their children not attend this session, they may get a book from the library and remain quiet until the next bugle. It is a time to thank God for the blessings of the day.

The inspiration that may be found in a ceremony at sunset is one of the valued assets of camp. The ceremony is designed to promote spiritual growth and to emphasize the importance of setting aside a definite time each day for contemplation. Junior counselors should preside.

It is well to reserve a beautiful out-of-doors setting for the program. You may name it Inspiration Knoll, Sunset Pine, Happy Valley, Quiet Draw,



Figure 19. Busy as usual. N.Y. Ext. Service

Long View Eddy, or the North Beach. A hint that campers will find this quiet spot available for individual use, as well as for sunset service, will help in attaining a reverent atmosphere.

First tribe meetings. Short, business-like meetings of tribes to elect officers, choose a yell and song, and visit with the leader-adviser fall early in the program. Some directors hold the tribe meetings during the first morning assembly period, others hold them the first evening. Each leader-adviser discusses the work to be done by the group. A good plan is to post all duties and the tribe responsible for them on the bulletin board and give a copy to every counselor and member of the staff. Another scheme is to have tribes volunteer to do the various chores and complete the schedule at a council or staff meeting.

First assembly. By now the campers are asking questions. A good song fest will put them in the mood to listen attentively to plans for the next day. Possible themes might be discussed, or, if one theme for the entire period has been chosen by the planning committee, it can be outlined.

Assignments to tribes could be agreed upon for vespers, evening programs, building campfires, serving snacks, good-night ceremonies, flag raising and lowering, and minor camp improvements.

Location of classes, changes necessary if a class is too large, and the person to be in charge should be discussed.

Introduction of junior counselors, counselors, and staff could conclude the assembly.

Snacks. If snacks are served before retiring, they should come before the good-night ceremony, after which everyone prepares for bed. A tribe or club has charge. A committee of this group is excused early from the last event so that the campers go directly from that event to a large snack table out-of-doors. Light may come from a lantern, candle, pine knot, small bonfire, flare, or palouser, but never from an electric light.

Hot or cold snacks may be served, according to the weather. On rainy nights a large tarpaulin will give enough protection for a handout. Experience shows that there is no place in the dining room or

lodge to serve snacks to 100 or more people without a cleanup crew. There should be enough trash cans in the area.

Welcoming ceremony. The Gift of Fagots is an excellent ceremony for the welcome. In a small camp every camper brings a twig for the fire. In a large camp each elected cabin leader lays a small stick on the fire and says, "I bring friendship." Others may bring happiness, skills to teach others, ideas for campfire, cooperation, love for swimming, or similar gifts.

When all have placed a dry stick on the prepared altar (built of green logs), a former camper from a selected tribe comes forward with a lighted torch and says, "I hold high a gift of the ---- tribe. It is a fagot from last year's campfire. It has been kept burning so that we may enjoy fire at this year's camp."

The usual opening campfire song is sung, and as the torch and sticks burn, the director gives his assurance of safety in the camp setting. In a friendship circle a song closes the ceremony. Some directors like to sing taps at this point, even though it will be blown on the bugle at the appointed time.

Another way to start is to have an assembly before supper where each counselor describes the activity he will guide. Then at supper each cabin leader makes a record of the campers' choices of activities.

Retiring hour. Camping is different and strenuous. Campers and staff should accept the custom of "bedtime is quiet time" without question. In camps where good discipline is traditional, taps is usually a successful signal for quiet. Where discipline is lax there are midnight capers, and sleep is the last thing the campers succumb to. Colds,

cramps, and crossness are frequent ailments at such camps.

Though adequate sleep and rest are important, don't set the retiring hour too early; if you do, the boys and girls are likely to be restless. It is better to let the group have an extra hour for appropriate activities, such as tribe organization around a tribe campfire, and then insist on quiet at taps. Ten o'clock has proved to be a reasonable bedtime, although many camps, especially those with younger boys and girls, sound taps at 9 p.m.

Morning Events

Flag raising leads off the morning activities. Morning too is cleanup time and the time when campers have the opportunity to pursue their chosen subject.

Flag raising. This is always carried out before breakfast. The elected cabin leader may report "All present or accounted for." There is some evidence that calisthenics and morning dips are detrimental before eating breakfast.

Cleanup hour. After breakfast comes cleanup time. The boys and girls make their beds, put away their clothing, and clean up their cabin areas and camp grounds. Washrooms, bowls, and seats are washed with water and disinfectant. The cleaning of washrooms is a tribe or group chore, supervised by the nurse. The cabin inspection is done by a committee responsible to the nurse.

Morning assembly. An assembly helps to create a sense of unity through singing and group action on any pressing question. The camp council is in charge. Announcements of changes may be made. They should be brief and clear.

Speakers, if any, should be told courteously that time is a factor in camp.



Figure 20. Become aware of God's presence.

Va. Ext. Service



Figure 21. Trees are part of the activity of exploring our environment. Ga. Ext. Service

Interest groups. The subjects that fill these periods vary with the ages of the campers, the available staff, and the facilities at hand. The best subjects to choose are those that are not easily taught in local 4-H Clubs. It is wise to introduce one new feature each year.

Take your pick. Here are a few interest groups that have been used:

- Animals of area
- Archery
- Bird watching
- Camp improvement
- Courtesy
- Citizenship
- Dramatics
- Exploratory hike
- Exploring our environment
- Farm and home safety
- First aid
- Forest fire protection
- Forestry
- Game management
- Good grooming
- Gun safety
- Home nursing
- Hunting safety
- Identification of game
- Landscaping
- Map reading
- Marine life
- Music
- Nature lore
- Orienteering
- Outdoor cookery
- Personal development
- Photography
- Pioneer camping

- Puppetry
- Recreational leadership
- Smoke chasing
- Song leading
- Star gazing
- Story telling
- Swimming
- Thunderbird making
- Totem pole building
- Water safety
- Wood carving
- Woodlot improvement

Here is another grouping of these subjects:

- Appreciation—art, literature, music.
- Collecting—ferns, Indian arrowheads, insects, leaves, rocks, seashells, wild flowers.
- Conservation—forest, soil, water, wildlife.
- Fish—methods, culture, fly tying, rodmaking.
- Craft—birdhouses, braiding, camp, cornhusk, enamel, felt, glass, leather, metal, native, nature, plaster casts, plastic, pottery, rustic, rope, shell, sign making (farm), splint, tin can, whittling.
- Identification—flower, grass, insect, soil, tree, weed.
- Weather—barometer, charts, rain gage.

Fun time, free time. The periods just before lunch, supper, and campfire should be unscheduled. Personal grooming and visiting may be all that any camper desires. However, junior counselors are stationed at various activity centers to assist any camper who desires to pursue his hobby, have fun, or study.

Afternoon Events

Tribal or club meetings, recreation, general swim, and supper make a busy afternoon for a highly organized camp.

If the morning, lunchtime, and early afternoon have been spent out of camp on one activity, the afternoon is often spent with one craft period, perhaps tribal meetings, preparation for the evening programs, and, of course, a swim.

Leisure time is a definite part of the program. There is time for visiting in the cabin, a review of



Figure 22. Salmon catching, preparing, and baking is an activity in Pacific County 4-H Camp, Willapa Bay, Wash. Wash. Ext. Service



Figure 23. Folk songs and games have a place in every camp. N.Y. Ext. Service

the day's events—perhaps brought about through questions by the counselors—or a sunset play hour. The camper should sense the leisure, not the supervision.

Tribal meetings. Belonging to a small group is fun. Acting as a chief or president of this group is stimulating. Working up tribe loyalty is easy. All this needs to be recognized so that the camp program will use the tribes for fun and self-control; also the chiefs will get good leadership experience and training and yet not put all their time into tribal affairs. Then tribal loyalty will be secondary to camp spirit and contribute to the feeling of unity in the whole group. Their business is to work out contributions to various programs and practice their songs, yells, dances, skits, and anything else they may like to do as a group.

Some activities that are often promoted in the afternoon are artificial respiration; orienteering, fishing, target practice, archery contests, bait-and-fly casting contests, boating, canoeing, horseshoe pitching, costuming for evening programs, story telling (good for rainy days), short hikes, practice for vespers, good-night ceremony, flag raising and lowering, or other duties that need coaching.

General swim. The general swim is only for campers. All counselors should be at the waterfront to act as guards under the direction of the Red Cross water safety instructor. After general swim or at some other convenient time, counselors may have a short swim. Night swimming is usually taboo.

Program Ideas

The camp program committee should develop ideas for programs but some suggestions are given below.

Around the campfire—

1. Bonfire sings—group singing, solos, duets, barbershop quartettes, rounds (may be accompanied by ukelele, banjo, accordion, harmonica).

2. Can-you-top-this-joke contest, fish stories, ghost stories, liars' contest.

3. Campfire roasts—wieners, marshmallows, potato, corn.

4. The town meeting—open forum discussions.

What I like about camp.

Why I like my club, my community, my school, farm life.

What I learned at camp and expect to use at home and in club work.

The kind of community I should like to live in. How I can help to create and preserve world peace.

5. Camp daily newspaper—to be read to group around campfire.

6. Social hour games—sitting, couple events, mental teasers.

7. Story telling.

8. Skits

9. Nature-appreciation talks.

10. Challenges.

11. Ceremonials.

Fire lighting.

Candle lighting.

Opening.

Closing.

Flag.

Dedication of new facilities.

Vespers.

Good night.

In the camp hall or outdoor theater—

1. Patriotic program.

2. Christmas in July.

3. Pantomime show.

4. Amateur night program.

5. Auction party.

6. Everybody's birthday party.

7. Copper's ball.

8. Pet show.

9. Many lands' festival.

10. Counselors' party.

11. International day.

12. Mock wedding.

13. Hobby show.

14. A camp picnic.

15. "I Am A Sponsor" day.

16. Vaudeville show.

17. Radio party—theme, scripts, skits, entertainers.

18. "Social hour" party.

19. Dance parties and contests—square dances, folk dances, jigging, cakewalk, jitterbug.

20. Flower show—wild flowers, weeds, grasses, leaves.

21. Costume parties—hobo day, Indian day, Sadie Hawkins day, Gypsy day.

In the camp play areas—

EVENING GAMES

1. Capture the flag.

2. Campers find counselors.

3. Duck-on-the-rock.

4. Pom-pom, pull-away.

5. Sardines.

6. Hares and hounds.

7. Treasure hunt.

8. Counselors find campers.

9. Babes in the woods.

10. Hand-bat ball.

11. Tin-can alley.

12. Kick ball.

13. Last couple out.

14. Red rover.

GENERAL PLAYGROUND GAMES

1. Softball.
2. Volleyball.
3. Tetherball.
4. Croquet golf.
5. Clock golf.
6. Horseshoes.
7. Croquet.
8. Darts.
9. Archery.
10. Wrestling.
11. Tumbling.
12. Boxing.
13. Handball.
14. Badminton.
15. Paddle tennis.
16. Teniquoit.
17. Pot golf.
18. "500."
19. Peg board.
20. Beanbag board.
21. Touch football.
22. Basketball.

RAINY-DAY SUGGESTIONS

1. Conduct a kangaroo court.
2. Novelty indoor track meet.
3. Hiking in the rain.
4. Charades.
5. Calling contests—hog, husband, chicken.
6. Personality prowls.
7. Carnival.
8. Spelling bee.
9. Make a scrapbook.
10. Minstrel show.
11. Tournaments—pingpong, checkers, darts, peg-board, beanbag board.
12. A trip around the world—each cabin prepares plans to entertain another group in their cabin.
13. Progressive game party.

HOT-DAY SUGGESTIONS

1. Camp "feeds" and parties—watermelon, cantaloup, cool-aid parties, lawn parties, ice cream socials, picnic lunches, milk parties.
2. Concerts—phonograph records, radio, piano, vocal, instrumental.
3. Free play and informal activity—singing around the piano, listening to record concert, writing letters, reading, playing quiet games, story telling, discussing, stargazing, listening to night voices.
4. 100-inch hike.
5. Soapbubble party.
6. Jack stones.
7. Mumble-the-peg.
8. Story telling.
9. "Splash" parties.

CAMPOUTS AND HIKES

1. Water trail hike.
2. Scenic hike.
3. Historical hike.

4. True-and-false hike.
5. Treasure hunt.
6. Scavenger hunt.
7. Explorers' hunt.
8. Mapping hike.
9. Camera hike.
10. 100-inch hike.
11. Jungle hike.
12. Cookouts, breakfast, supper.
13. Stargazing and hunting hike.
14. All-day hike and picnic.
15. Hiking in the rain.
16. Nature hikes—trees, flowers, weeds, birds, leaves, rocks, grasses.
17. "Bring 'em back alive" hike.
18. Hobo hike—each carries own lunch wrapped in large handkerchief on stick over shoulder.
19. Tracking hike—one group follows the trail of other and tries to read certain prearranged signs that will explain the experiences of the first group.

MOTIVATION AIDS

1. The "suggestion tree."
2. Stunt championship contest.
3. Special feature events.
4. Theme for the day.
5. Tournament plan.
6. Point contest plan.
7. The daily camp schedule.
8. Camp council meetings.

BANQUETS

1. First governor.
2. First settlers.
3. Pioneer celebrity.
4. Founding of camp.
5. President from the State.
6. Important dates.
7. State 4-H leaders.
8. Honor lifeguard.
9. Highlight a local leader.
10. IFYE.

MISCELLANEOUS SUGGESTIONS

1. Commando tree—house in a tree.
2. Construct the following—garden, nature museum, rock garden, trails, campfire site, antique museum, historical museum, recreation library, council ring, reading room.
3. Campout sites—each group construct their own.
4. Theme for the day.
 - Optimists' day.
 - Find my sponsor.
 - Music day.
 - Peace day.
 - Four Freedoms Day.
 - Campers' town meeting.
 - Junior town day.
 - Closing day banquet.
5. Recreation and camp hints—makeup, costume, board and card games, outdoor recreation, social recreation, first aid.
6. Sunset and vesper program.

Program Content

In developing camp programs, program committees should ask themselves two questions: (1) Can the subject be taught better in the out-of-door setting, and (2) is it creative? All the program should be presented so that it re-creates, and, basically, the program should be related to the central theme of living together happily in a natural environment and learning to enjoy the out-of-doors.

There are many fine references on program content. Some are given in the text and others in the bibliography. Because of their importance greater details are given on campfire, honoring the flag, and other ceremonies in separate sections.

Dramatics

An informal dramatic program, even without a stage, has its place at banquets, campfire or evening programs, assemblies, waterfront activities, and vespers. The formal program in which campers would have to learn lines would take too much time in a weeklong camp. Counselors need only suggest ideas to stimulate imagination.

Some types of creative dramatic activities are:

- Role playing.
- Festivals.
- Skits and charades.
- Writing and acting of skits and plays.
- Story telling amplified into plays.
- Tableaus.
- Pantomines.
- Shadowgraphs.
- Pageantry.
- Dances.
- Monologs.
- Puppetry.
- Stories and music.
- Dramatizing ballads, comics.
- Dramatic sketch for launching a discussion.
- Dramatizing Bible stories, family situations.
- Rhythmic choir and rhythmic games.



Figure 24. Dramatics also involve craft and music.

N.Y. Ext. Service



Figure 25. Camper talent makes evening programs a success.

Ga. Ext. Service

Social Recreation

There are many opportunities for social recreation for camp members. Club members may learn new games, songs, stunts, or rituals that they can use in their homes or at club meetings. They may also acquire new skills in sports, games, music, and rhythmic activities, and have fun at the same time.

Then there are tours and games with the cabin group, table games at mealtimes, stunt or talent nights, folk dancing, and social games that call for music and song. Some evening programs may be all music.

Spiritual Emphasis

How can we create and maintain a climate favorable to moral and spiritual growth? A recent camp workshop answered the question in this way: The climate will come to pass when the whole camp atmosphere is charged with (1) the acceptance of spiritual concepts, (2) the realization that common-living camp activities are basic to spiritual experiences, (3) the use of the God-created universe as a



Figure 26. Learning a new game.

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resource for spiritual insights, and (4) the recognition of the spiritual potential within personalities, staff, and campers.

A climate, in this sense, is made up of many parts, from a word or phrase to such concepts as aesthetics, courage, beauty, love, and faith. It is also something that covers the entire camp period and the Heart-H program every year.

How to approach. The entire staff in pre-in-camp training can prepare a written statement of purpose related to moral, spiritual, and religious emphasis. They can evaluate this at the end of camp. Local leaders can discuss it later. Create a theme for camp that may have a moral or spiritual implication and build traditions about spiritual concepts and ideals.

Property. When property is developed and maintained to show its beauty and usefulness it helps to create a good climate in which to teach club members the good way of living.

Precamp. A child is sent to camp in the faith that through the adults at camp his whole life will be enriched. The director should be sure that the parents understand the position of the camp toward spiritual matters. If you have trouble in this respect, send for Suggestions for Camp Directors from National Conference of Christians and Jews, 43 West 57th Street, New York 19, N.Y.

Pre-in-camp training. Conduct a discussion of the spiritual values of camping and the methods that can be used to develop spiritual values.

Community contacts. The director should prepare a list of all houses of worship and the leader of each, and contact the leaders of all faiths of his campers. In case of need, this may be as important as having a doctor on call.

Personal involvement. Incorporate these in the camp program.

1. A thought for the day.
2. Schedule an "alone time."
3. Have an IFYE as a counselor.
4. Make something in camp for a needy family.
5. Give grace at meals.

6. Prayer at all assemblies.

7. Sunday services and vespers.

8. Obtain from the United Nations a calendar of all national and religious holidays and recognize them at camp.

IFYE's. IFYE's from other countries give 4-H'ers a first-hand introduction to the International Farm Youth Exchange Program and an opportunity to practice brotherhood. After an IFYE from India attended camp he wrote:

"I must mention my sincere thanks for celebration of DIWALI (Festival of the Lights) in the camp. Seeing the celebration with colored lights reflected in the pool, hearing the singing—all this took me back to my own home and I felt at home here.

"I hope everyone felt something of what I felt.

"I am glad that I was able to participate in the camp program."

Grace. An opportunity for spiritual emphasis comes in singing or saying grace. To sing one song well may be better than trying a new one at every meal. You might encourage local leaders and junior counselors to say a blessing in their own words. Directors will remember the background of their campers and find graces that please the various represented faiths.

Vespers. Leaders for sunset service or vesper hour should be well trained, sincere, and have ability to help campers develop a beautiful, inspiring service. An audience looks for good diction, calmness, and a natural manner in a speaker.

To create a heart-warming experience, have a workable theme, soft music, a hymn, short scripture reading, prayer, meditations, short-well-told message in story form, and a benediction. The ending may be a song, soft music, silent prayer, or poem. Total time—perhaps 15 to 20 minutes.

For a change from much-used readings, prayers, or songs, act out the Crow Invocation, Navaho Prayer, and Omaha Tribal Prayer song with soft Indian drum music and costumes.

If you use Biblical pantomimes, the campers might sing hymns to accompany the action. A person stands at the side, out of the picture, and reads slowly and distinctly, timing the reading to the action of the players. Since the actors do not speak, their facial expressions and body movements must



Figure 27. Counselors preparing vesper service for first evening. N.Y. Ext. Service 1-6382

tell the story. Pictures of Biblical costumes should be studied and copied as nearly as possible. Sheets, burlap, cheesecloth, dressing gowns, and scarfs may be used in getting the needed effects.

The following stories have been used with good effect:

The Good Samaritan; St. Luke 10: 30-35.
 The Prodigal Son; St. Luke 15: 11-24.
 The Wise and Foolish Virgins; St. Matthew 25: 1-13.
 The Infant Moses; Exodus 2: 1-10.
 The Story of Ruth; Ruth 1: 8-9; 2: 2-12; 4: 10-11.

Suggested vesper themes:

The perfect day.	A clean furrow.
World brotherhood.	Environment.
Courage.	Cheerfulness.
Faith.	Head.
Getting along with others.	Heart.
God's beautiful world.	Hands.
Treasure.	Health.
Safe sailing.	Grass.
Mountain tops.	Trees.
Valleys.	Flowers.
I would be true.	Birds.
Lift your eyes.	Legend of the dogwood.
Peace.	The open gate.
Color.	Talking stones.
God's parlor.	Living on tiptoe.
Tolerance.	Work.
Courtesy.	Friendship.
Service.	Self-reliance.

Aesthetics. Appreciation of the beautiful—the outdoor setting of the camp—is always a good starting place. Besides using spots of beauty and grandeur, counselors might introduce music, songs, stories, dances, flag ceremonies, table centerpieces, paintings, and 4-H posters.

Sunday services. Arrange for time and facilities for campers to worship as a part of the total program, either by attending the church of their choice or by attending services conducted in camp.

Arts and Crafts

Here you may really splurge, but camp craft and nature or native crafts hold the spotlight. They are not expensive, they give an opportunity for real creativity, and resources are on hand or may be collected during the year.

Many things that grow on trees, plants, or in the woods; or that can be found on beaches can be used in nature crafts. Feathers and bones can be used, too. An example of a simple but inexpensive handicraft is a Scotch cane. Campers may have seen one carried by someone on television or by an elderly neighbor. Scotch canes can be made from a crooked sapling pulled out of the ground. The root forms the handle and a jackknife is used to complete the cane.

Wood, water, knives, axes, tin cans, a frying pan, a compass, a watch, matches, string, rope, and bark and roots from trees are used in camp craft.

Camp improvement may include the carving of a



Figure 28. Girls join in woodworking craft too.

N.Y. Ext. Service

totem pole; the building of an outdoor chapel, a council ring, a new dock, or a pioneer outpost campsite. The building of a dock, however, is for older boys, or for use at a YMW camp or in counselor training. Build a dock by sections, 8 feet long, 4 feet wide. Use 2- by 6-inch boards for the frame and a 1-inch hardwood board for the walk. Support the dock with four airtight oil barrels fastened with metal straps, and hold it in place with 2-inch steel pipes driven into the ground and fastened to the dock with metal strap clamps. Clamps permit the dock to raise or lower with water level, and its easy removal where ice and wind are hazards.

A few essential principles apply in all craftwork.

1. Native, nature, camp, and wood craft should have a place in all 4-H camps.
2. Materials should be collected or purchased before camp opens.
3. The head craft counselor should be specially trained for his work.
4. Safety procedures should be emphasized.
5. All campers should be permitted to select their own projects.
6. Craft facilities should be available during free periods and be scheduled by age groups.
7. Only counselors should use power tools.



Figure 29. Enameling on metal is a popular craft; so are ceramics, leather, metal, wood, rope, and natural objects.

N.Y. Ext. Service



Figure 30. A fence should protect every pool.

Iowa Ext. Service

8. Commercial craft kits have little place in a 4-H camp program; camps should provide crafts that are inexpensive but at the same time useful.

9. Beware of the "quick and easy" craft; to be of value it should be challenging, should require some work, and should have a chance of failure.

There are thousands of books, bulletins, and circulars on craft work. A few of these are listed in the bibliography section of this publication.

Nature Study

Nature study, under any name, is part of most camp programs. Junior counselors in some counties of California have a pre-training camp conducted by members of the extension staff, Audubon Society, and local naturalists. They then volunteer their services to conduct nature hikes at various camps. A well-trained counselor can make it a popular camp activity.

The goal in nature study is appreciation of our environment. Campers have a fresh look at the world from their study of rock and earth formation, long-range weathering, erosion, glacial action, and soil building; the conditions plant life depends upon, and succession of life forms; animal life and its dependency on plants; and the relation of man to the "natural scene."

Water Activities

Canoeing, boating, and swimming are important, but swimming is the most important class for farm and rural-nonfarm 4-H Club members. See Red Cross textbook for program.

Evening Programs

Groups are the very core of the evening camp program. There are the cabin or tent groups, the unit or village, the activity, the counselor, the staff, and the entire camp group.

Evening programs are usually based on group participation. Leisurely relaxed programs are good. If they blend with the day's theme they are more meaningful. Use simple dramatics that require little rehearsal. Movies should be shown rarely, if at all. Allow campers, through the council, to suggest types of entertainment. As an example of leading up to the evening program, during daytime activity periods campers could prepare the costumes, props, and lights for banquet, festival, circus, or campfire. Then, after the event, have a party with the same theme and decorations.

Some types of evening programs are: songs with a religious trend, talent by a cabin or club group, dramatics and stunts, story telling by cabins or tribes, quiz show, costume party, circus, Christmas party, a camper's birthday, a parade, treasure hunt, woods game, folk dancing, stargazing, but best of all, campfire.



Figure 31. Beginners all.

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Campfire— The Heart of Camp

The campfire is the heart of the camp program where all the scattered impressions of the busy day are brought to a focus, and where the ideals of the camp find their best expression.

The glow of golden light, surrounded by darkness, brings a gradual quiet over almost any gathering of youngsters, however noisy and active they have been during the day. Here is a perfect setting for meditation, for slow and cautious words, and

above all for the life of imagination in songs and stunts and stories. Every minute of campfire is precious, and everything that enters into the program at campfire should be well done and worthy of the time and place. The cheap and trashy should be left out; the inspiring and uplifting should be brought in. This does not mean that wholesome fun is not in keeping, but it should be clean and pleasant.

Planning for a Council Ring

The council ring is vital to the scheme of camping. When properly constructed, beautified with intriguing symbolism, and glorified with ritualistic ceremony, it becomes the spiritual center of camp.

In its plan and use, the council ring comes to us from the redmen. But Ernest Thompson Seton gave us its adaptation for camp and the many ways you may use it.

No council ring is complete without its ornamentation, its symbolism, its bid to the imagination. Use all possible means to enhance its beauty and its imaginative appeal. Behind the council rock you might hang a colorful Indian blanket and above or beside it a 4-H flag. Totem poles, too, may be used. Since the council ring is Indian in origin, its decorations should be drawn from the redman's symbolism. One of the common symbols is a thunderbird.

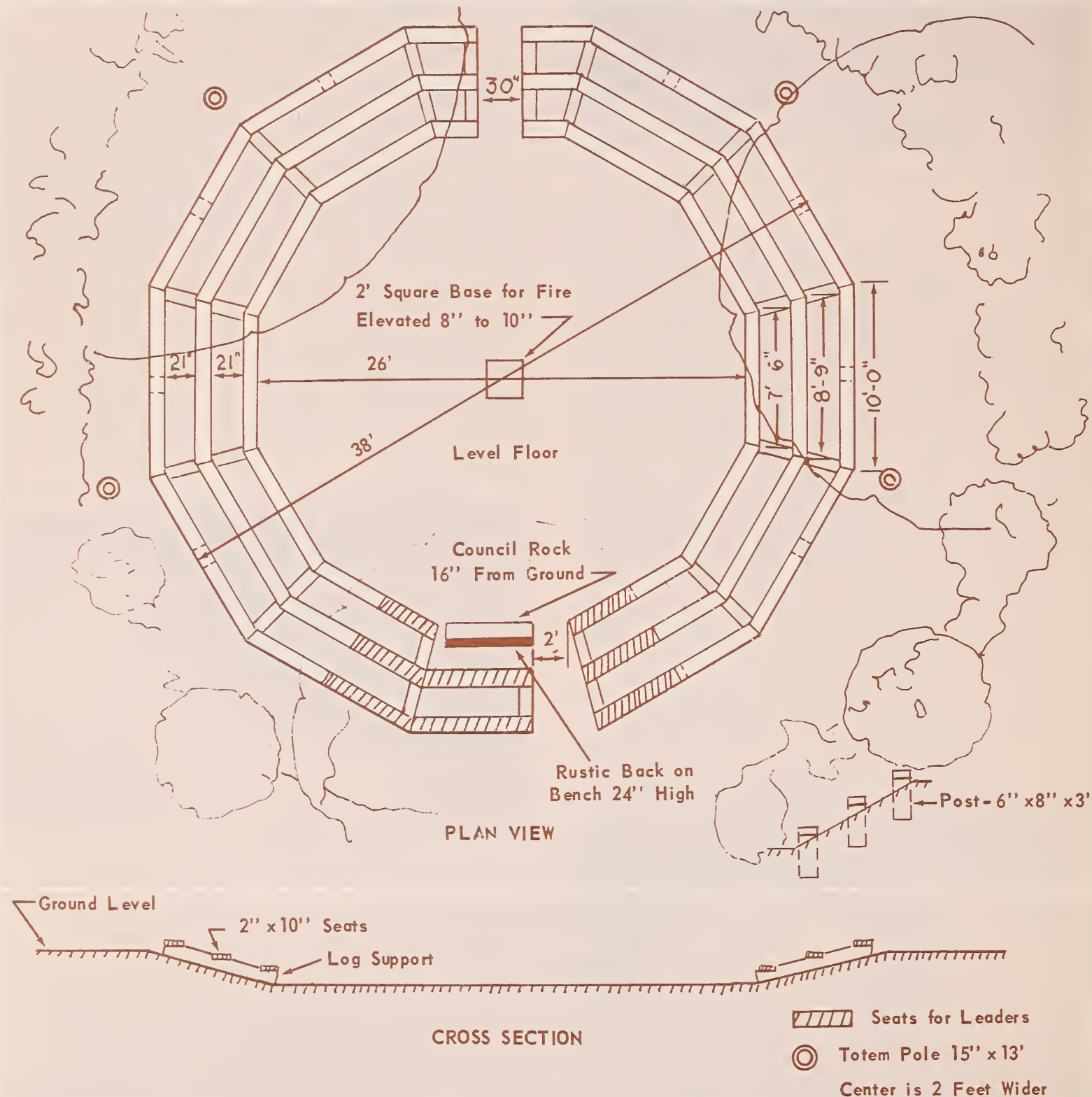


Figure 32. Tips for your council ring. Develop the circle in a wooded area. Use natural slope of ground where possible or scoop out area for circle. Use trees as canopy for circle, but keep center open. Provide for drainage if necessary. Seating capacity—180-200.

Cross section. Make all seats 12 in. from ground. Provide support under outside bench at center. Alternate seating plan shown using posts, not logs.



Figure 33. Campfire programs are dramatic, inspiring, long remembered, and fun.

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Experience has proved that the ring itself should be 24 feet across. Some directors allow another 2 feet for the fire. Then you may place row after row of seats around this inner ring.

If possible, select a large tree as the focal point of the ring. Then, in front of this point, place the council rock. This "rock," 6 feet long, is the bench where the dignitaries and chiefs sit; most of the activities take place in front of it too. There is usually only one opening to the council ring, directly opposite the council rock. The impression of a completely enclosed circle is important in council ring planning.

Instead of tribes, a few directors use clubs with the usual officers. You might have the Head Club, Heart Club, Hands Club, and Health Club, with additions such as the Home Club. When you use clubs, all campfire songs, cheers, ceremonies, and decorations are of 4-H tradition. If names of a town, county, parish, or State are selected for the groups, use offices of the political unit for officers and decorations of flags, mottos, colors, and emblems.

Campfire Circle

There's "magic" in the campfire circle—the fire at the center, the closeness and oneness of the campers and leaders, the singing and working and playing together. The campfire circle is a truly democratic way of arranging a group. It shows equalization of responsibility and opportunity and is an ideal place to teach group spirit and cooperation.

Code of conduct at campfire. Certain rules govern the conduct of everyone who attends campfire. We call them the "Laws of the Campfire Circle." All campers should know and obey them. They are given after the fire has been lighted and are traditionally a part of the program. Here are the most important ones:

1. The campfire circle should be unbroken. (Campers sit with elbows touching. When doing so they make better "medicine.")
2. The word of honor is sacred.
3. Silence is observed while another is speaking.
4. Only the Keeper of the Fire may cross the circle without first obtaining permission from the Chief.
5. Wishing to speak, the camper rises, makes the woodcraft sign, says, "O chief," gives his name and the name of his group, then waits for recognition before making his request.
6. To express approval, campers say "how-how!" . . . disapproval by "nitchie-nitchie!" (A "how-how" camp is said to be a good camp.)
7. Permission to leave the campfire circle should be obtained from the Chief. Likewise, if coming late to the program, the camper should obtain permission before entering.

Applause.

1. Ordinary hand clapping—used by those who lack imagination.
2. Indian—"how-how" for approval. "nitchie-nitchie" for disapproval.
3. Finger snapping—mild approval.



Figure 34. The woodcraft sign is given with the right hand, all fingers closed except the little one and the thumb. Raise your hand level with the head and form it to look like the horned shield.

4. Barbershop—clap hands as the barber strops his razor—first rub back of right hand across the palm of left and then the palms together. Don't forget the barber's flourishes.

5. Locomotive—begin on the "heels" of the hands, slowly and gradually increase speed, working toward the fingers and tips and finally over the ends of the fingers. The last part is to raise the right hand over the eyes as a gesture of looking into the distance.

6. Artillery—begin slowly (and together) with the flats of the palms and increase the speed; then slow down until finally the last time the hands are not brought together.

7. Follow the leader: "When I bring my hands together you clap; when I do not, you must not."

8. Rhythmic—follow the rhythm thus:

1—2—3—4, 1—2, 1—2
 1—2—3—4, 1—2, 1—2
 1—2—3—4, 1

The presiding officer. Usually the director presides at the first and last campfires, while the others are conducted by staff members who are especially good examples of camp spirit and attitude.

The honor seat. Each evening at campfire, recognition is given guests or camp members who are invited to share the honor seat with the presiding officer. Special attention is given to visiting club leaders, former members of camp, and parents who have shown interest in the camp or 4-H Club work. During the week, all members of the staff should be included at least once.

At the last campfire, campers who have best shown the camp spirit in work and attitude are invited to share the honor seat and to light the fires.

Names for this honor should be chosen by the entire staff and should not be announced in advance.

The qualities that count in selecting the camper for this honor are well summed up in the following statement. "It is not simply what a boy *knew*—it is even more what he *was* and what he would *do*. And the moral test became equally practical and intimate: Was the boy a good companion? Did he do his share willingly and thoroughly? Could he be depended upon day by day as well as in an emergency? Was he a gracious and welcome member of the group? It is an illuminating experience to camp out with anyone. Life at a summer camp discovers the real stuff of which a boy is made, and often reverses the judgment of the home."

Making the campfire. The campfire is a very different thing from the cooking fire or the so-called bonfire. And there are many ways to make it wrong. A well-made campfire is easily started, burns with a bright and steady light, lasts a long time with little heat, and is small. The council fire described here meets these requirements.

The campfire is best built in somewhat the form of a log cabin. The logs marked "a" form the backbone of the council fire. The bottom ones are 4 to 5 inches thick and 2 to 4 feet long. As the fire is built up, sticks that are smaller in diameter and shorter are chosen so that the finished fire is tepee-shaped. The length of the bottom logs largely determines the size and height of the fire. A fire started with 2-foot logs and built up to 2 feet in height will last from 1 to 2 hours.

These logs should be of sound hardwood such as oak, ash, or hickory. If you must use quick-burning woods such as cottonwood or willow, they should be partly green or slightly damp so they will not burn too rapidly. It's important to have the projecting ends shorter than the distance from the point where the logs rest on each other to their middle;



Figure 35. Recommended type of council fire.

the middle burns first, and if the outside ends are short the logs will topple into the fire. Thus the fire feeds itself.

A few lighter sticks. (marked "b") are scattered sparsely throughout the fire. They catch the first embers as they fall and keep the fire alive until the outside logs start burning. If you use too much light wood, the fire will become very hot and burn out rapidly.

A layer of light sticks (marked "c") 1½ to 2 inches in diameter, laid side by side, forms a platform about 8 inches square on which a small fire (d) is laid ready to light.

Be sure you make fire (d) with dry fuzz sticks or shavings so it will catch quickly. Also be sure you build it carefully from lighter to heavier material. If these sticks are carefully interwoven with others, the first flame will burn into the center of the pile and produce enough embers to ignite the larger sticks below.

Light the campfire at (e), the base of the small fire. This point should be easily accessible and on the windward side.

The keeper of the fire, Ishkatay, prepares the campfire during the day, gathering the wood and laying the fire. He also replenishes it as needed during the program. He often uses poems such as the following:

Fire, fire, pure and strong,
Make free our hearts from secret wrong,
Kindle wonder with thy light,
Give us reverential sight,
Lift our souls in high desire.
Radiant mystery of fire,
We bow before thy flame.

Abbie Graham

Fire lighting. Use a different method of lighting the fire each night. Some that are commonly used are the four small tepee fires around a central fire, the firebrand relay with pitch pine fagots or torches, flint-and-steel friction, wood friction and tinder, time fuse, chemicals, or manmade methods of scientific type. Dramatize the fire witches and their wants, Yelth, the Raven—by stretching a fine wire from a stake in the pile of wood to a higher point outside the circle, and at a given signal send a lighted rag, soaked in oil, down the wire.

Chemical methods may be used for surprise effect. Naturally you need to use and store these chemicals with great care. One method calls for mixing 1 tablespoon sugar and 1 tablespoon potassium chlorate. Place this under the tinder on a tin-can lid. Then place 1 tablespoon sulfuric acid (commercial H₂SO₄) in a small glass container. Fasten a thread to the glass and run it to Ishkatay's (the fire lighter's) place. At a signal in the story of fire or prayer for fire to come down from heaven, Ishkatay pulls the container over so that the acid mingles with the chemicals. In case of need an antidote is ammonia.

If your camp observes the Indian tradition about the campfire, the chief may ask for silence, while

the fire lighter (Ishkatay) does the lighting. Ishkatay may perform a ceremony or merely touch off the fire with a match. Every chief should plan what he is to do at this time. It will be time well invested. (A camp director often uses this period, before the fire is lighted, to comment on the day's activities, to make special announcements for tomorrow, or even to discuss some serious camp problem.)

Several examples of campfire lighting ceremonies are included in the section on "Ceremonies."

Torches for campfire. Fire lighters may enter the campfire circle bearing lighted torches. (Use care to avoid starting grass fires.) Some torches are made by rolling 3 feet of burlap, 6 inches wide, on the end of a green 3-foot stick and tying with fine wire. When ready to light soak torch in kerosene. The torch should be held out, not upright, to avoid burning kerosene which may drip from the torch.

An equally impressive torch is a large common or trench candle. Make newspapers into rolls 1 inch thick and cut them into sections about 6 inches long. Tie each section with a string. Melt paraffin in a can and dip each section several times, allowing them to cool between dippings. Candles are much safer than a torch, when there is danger of starting woods or grass fires.

The first campfire. The first campfire is often prepared by the leaders' staff, who have been in camp getting ready to welcome the campers. The first program should be a "time when the gates of exploration are opened just a little way—enough to let each camper see inside of the days to follow, to learn a little about the counselors with whom he will work and play, and to watch them frolic and play and learn that they too have a sense of humor."

One method used successfully in a camp was a stunt entitled "A Day in Camp," in which each instructor gave pantomime acts of the work he was prepared to teach.

Traditions. Often many chiefs or directors maintain certain traditions about the campfire. The entire camp goes to the campfire in Indian file with the officers of each club, tribe, or group, and their adviser leading. At a given spot of the trail all become quiet and remain so until the fire is lighted or the traditional campfire song is sung.

The poem that follows is often used when the firelighters touch off the fire:

KNEEL ALWAYS WHEN YOU LIGHT A FIRE
Kneel always when you light a fire.
Kneel reverently and thankful be for God's
unfailing charity.
And on the ascending flame inspire.
A little prayer that shall upbear
The incense of your thankfulness
For this sweet grace
Of warmth and light!
For here again is sacrifice
For your delight.

(Quoted by permission of John Oxenham.)

And a traditional opening campfire song is used.

The campers will know the program is over when the song leader or chief starts *Let the Lower Lights Be Burning*, *We are Climbing Jacob's Ladder*, or some other suitable song. You may choose your own selection, but use it as a traditional signal for the close.

The friendship-clasp circle, singing and humming of taps with one or two bugles playing echoes of taps, has been a 4-H camp tradition for many years.

Two responsible counselors or local leaders, who are physically strong and know the location everything in camp, are often useful at the circle entrance in case of emergency about the fire. They also lead the members in Indian file away from the circle and to the evening snacks of milk, punch, cheese and crackers, or cookies.

Campfire Programs

A good campfire program should start with a serious thought. Then introduce fun and humor and close on a high plane of inspiration.

Following are the usual parts of a campfire program:

1. Lighting the fire.
2. Laws of the campfire.
3. Reports or humorous news items.
4. Honors to claim.
5. Group songs and yells.
6. Challenges.
7. Stunts or other main features.
8. Story or other inspirational number.
9. Traditional closing song.
10. Taps.

Everyone can enjoy campfire programs. Too often they become limited to special groups putting on the program. Arrange seating so that all can see and hear the program.

You can work out campfire programs more easily if you plan them around a theme of cowboy, hobo, gypsy, pirate, pioneer, Indian, friendship, or conservation.

Also, try to develop a few customs that are carried on from year to year. For example: the opening, the lighting of the fire, group names, or some theme like "friendship fire," with each person putting in a stick and making a statement or giving a recitation. The closing might be traditional with a special song or words from a respected leader.

Planning the program. The successful campfire program is a well-planned program. It is one which the campers themselves understand, plan for, and carry out to their own enjoyment and satisfaction.

The type of program is usually agreed upon at the meeting of the group leaders or council with the person who is in charge of evening programs.

The group leaders then meet with their members to work out their part of the entertainment. Often you'll find good talent hidden within your group. To ferret out this talent and to encourage the boy or girl to use it is an important job for the leaders.

In the representative camp group there are boys

and girls who sing, play musical instruments, and so on. Build the group's part of the program around this talent; that's perhaps the safest way to begin.

Other Evening Traditions

After snacks, the campers usually divide into cabin groups for the good-night ceremony. This may last but 5 minutes. It should be impressive, quiet, educational. You might conduct it in village groups or include the entire camp. It may be staged around the flagpole, at the pool or lake, in the lodge, or around secretly made small fires. Then the campers are off to bed.

Challenges. As a starter, there's a lot of merit in challenges or competitions. They are rather easy to do, hence afford an opening for the timid and inexperienced to get started. Ten to 20 minutes devoted to challenges will lend a fine atmosphere to the campfire program.

Challenges that call for physical prowess are usually the easiest ones in which to secure participation of new boys. They like to show their skill and strength.

Singing. Singing is a vital part of any and all programs. It's another of the "make or break" points to keep in mind. A good song leader is "worth his weight in gold." He's as indispensable as the fire itself. The good song leader is one who is ready with a song at any time. He is never caught without one—one that fits into the tempo and the mood of the program, or that will change the tempo or mood.

The campfire may start with a song. Songs are appropriate between different parts of the program. There are peppy songs and slow, mood-changing songs. The song leader must know all these and more, and know how and when to use them. Songs may and should be injected into the program whenever the director "feels" the need for a change. They are wonderful relaxation medicine and needed often.

Usually, peppy songs are used to start the program. Between stunts you might sing a "rouser," a song that requires action on the part of the campers.

And to create an atmosphere for a more serious part of the program, choose quiet songs.

If the program is patriotic, you can use songs which express our national feeling.

For variation, use rounds.

Finally, to set the stage for a good closing, use inspirational and reverent songs.

The last thing before taps should be a customary closing song.

Campfire stories. The campfire, with its dying embers, makes an impressive setting for storytelling. Stories may make up an important part of the program. The boys and girls like to indulge in a short storytelling contest. They are particularly fond of doing "tall" stories and those of their adventures.

Another way to use stories is at the end of the campers' part of the program. A good story is a

fitting climax, an opportunity to add a wonderful bit of inspiration, or to present a challenge. It need not be elaborate or long. In fact, a simple, short story expertly done is usually preferable. The good storyteller makes his tale live in the imagination of his listeners.

In choosing a story, keep in mind the general theme of the evening program. Also, remember the needs of the campers themselves. Outdoor stories should be widely used. They may be of animals, trees, places, or people. Many of the fine stories of

the world are legends and beautifully suited for campfire use.

Stunts. The word "stunt" takes on a variety of meanings among campers. It may be applied to a pantomime, or to the dramatization of a story, song, or poem. It may be a takeoff on the leaders. You never know what will come out of a stunt. Therein lies much of its interest.

The program needs balance—something for fun and something of value. Select the stunts with the needed balance in mind.

Ceremonies

Camp ceremonies developed by a committee, tribe, or club are usually more impressive than those ready-made. Developed ceremonies uncover hidden talent and call for making costumes at craft classes. Traditional ceremonies, however, are expected and are useful for teaching new campers and counselors. Keeping the program a secret until it is ready to be staged makes for keener interest of campers and participants.

There are ceremonies to fit every occasion at 4-H camps. Selected examples of three of the most impressive ceremonies are included in this section.

Campfire Lighting Ceremonies

Two traditional campfire program ceremonials are described below. The first one was supplied by I. T. Bode, former extension biologist, and the second is used at Vermont district camps.

A campfire lighting ceremony. Man has made the camp or council fire the center of group gatherings throughout the ages. The impressions gained by club boys and girls around their campfire will enrich the program of every 4-H Club. Starting the fire with a simple ceremony increases its significance, and if the group learns to build the kind of council

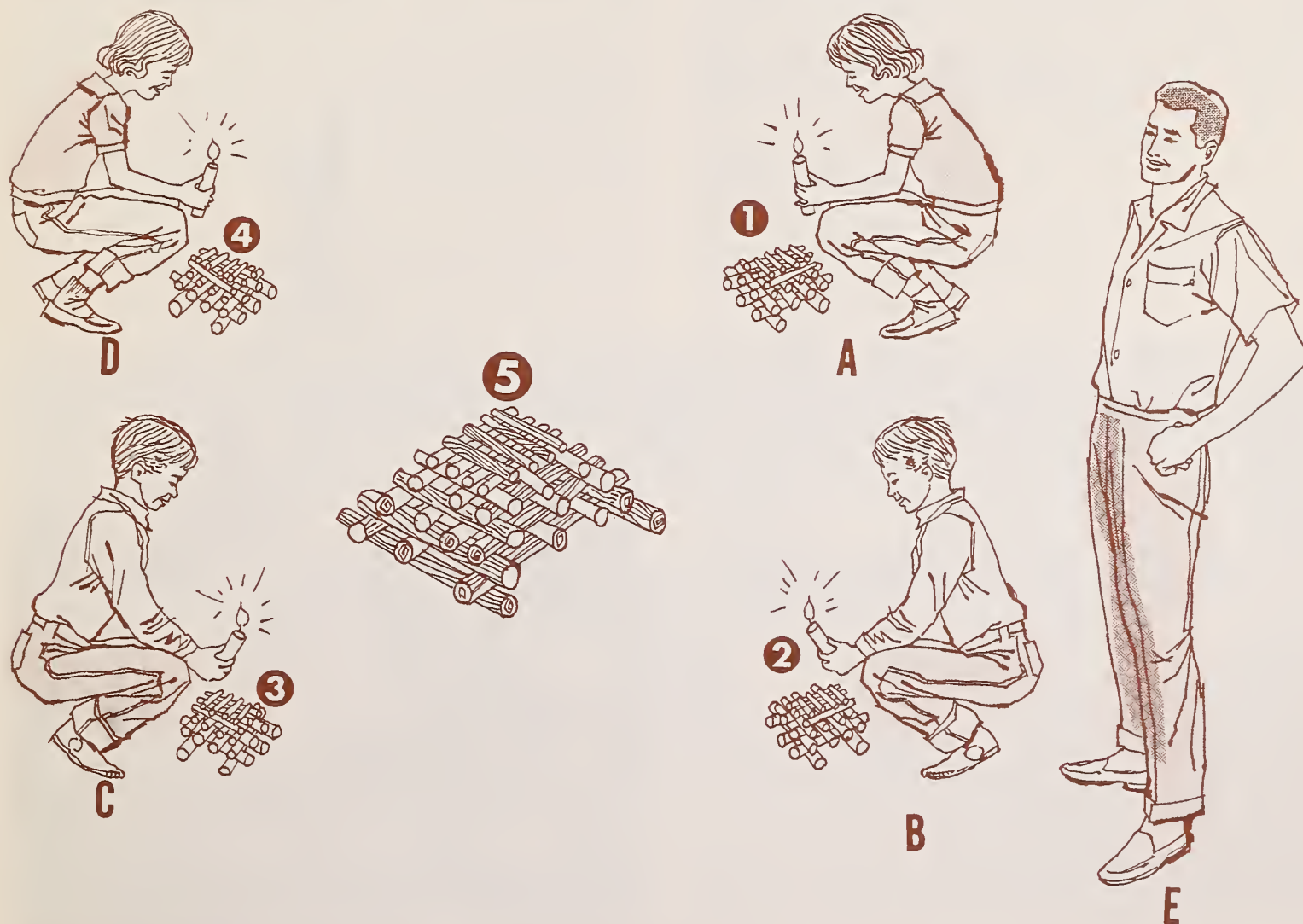


Figure 36. One type of council fire. 5 is the large central fire; 1, 2, 3, and 4 are small fires that burn not over 5 minutes. A, B, C, and D are four 4-H Club members—the officers of the club—or four who have earned the honor of lighting the fire. Each is provided with several matches and a small candle and each lights his fire in turn. E is an adult leader.

fire that is described here, the satisfaction will be even greater.

The fires are laid in advance. Care is taken to insure ready lighting. After the entire group has gathered in the council ring, the four members and leader take their stations as shown in the diagram.

A lights his fire with a match. He says: "In the 4-H emblem, I represent HEAD. If I am alone, I may think and guide. But, without HEART to temper my commands and without HANDS to translate them into service, my thinking is of little purpose."

B lights his fire. "I am HEART. Ruling alone, my dictations become meaningless and sentiments weak. But, with HEAD to guide me and with HANDS and HEALTH to strengthen me, I find courage to temper man's acts with kindness and loyal service."

C lights his fire. "I am HANDS. If I work alone, I can never know what work I shall do, or whether it is good or evil. But, with HEAD to guide me and HEART to temper my acts, with HEALTH to strengthen my purposes, I may work and accomplish useful service."

D lights his fire. "I am HEALTH. The brute has health, and alone, I am little more. But, with HEART to teach me sympathy, HANDS to exemplify my strength, and HEAD to teach me right from wrong, I can help mankind to experience joy and clean living."

The four members light their candles from their fires, go together to light the large fire, and return to their former places.

Then *E* speaks: "And so each fire alone burns but feebly and for a little while. But we unite our separate fires of endeavor and kindle the lasting fire of enthusiasm and service in 4-H Club work. We receive the power and courage to meet together the tests of citizenship and leadership without flinching."

When *E* has finished, all take their places with the rest of the group and the evening's program proceeds. The entire ceremony requires only 3 to 5 minutes.

Fire-lighting ceremony. This ceremony begins in darkness with campers seated by "H" clubs, in silence.

(Light torches)

Director: "As 4-H Club members we pledge our Heads, Hearts, Hands, Health to better living for our clubs, our communities, and our country. In that spirit we ask the fire tender of each of our four clubs to light our campfires tonight."

(The four club representatives step forward with lighted torches.)

Head: "Our camp experiences help us to learn new facts and how to use them. I bring the light of knowledge and wisdom."
(Kneels ready to light fire.)

Heart: "Here we meet new friends, and help each other to enjoy camp life. I bring the light of fellowship and loyalty."
(Kneels ready to light fire.)

Hands: "My hands, which are learning new skills here at camp, bear the light of accomplishment and service."
(Kneels ready to light fire.)

Health: "Healthful living adds enjoyment to all our camp experiences. I bring the light of good health and joyous living."
(Kneels ready to light fire.)

(The four fire tenders touch torches to the tinder in fire.)

Director: Through the wise use of your Head, Heart, Hands, and Health you will help light the way for others as this fire now gives light to you.

"We shall now repeat together our 4-H Club pledge."

(Pledge given.)

"And now let us sing together our camp song."

Honoring the Flag

Every courtesy and respect should be accorded our United States flag. We honor our flag if we display and use it according to rules and customs based on our national laws.

Flying the flag. Display the flag out-of-doors only between the hours of sunrise and sunset, on or near the main building. Do not display during bad



Figure 37. Flag ceremonies strengthen our loyalty.

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weather. If an organization flag is also displayed, the national flag should be at the peak of the flagpole.

During the raising and lowering of the flag, all persons present should face the flag, stand at attention, and salute. Silence and dignity mark the respectful person.

Directors will find that most teams conducting a flag ceremony need practice to make it an impressive one. A member of the team may give orders such as attention, salute, pledge, at ease, and camp dismissed. In saluting, one member may tell the story of the flag, the story of the pledge of allegiance, read a poem, or do whatever is planned.

Announcements are never made at a flag ceremony.

Flag raising. The flag should be raised and lowered by hand. Hoist it briskly to the top.

Arrangement of campers. Formal or informal arrangements may be used, rectangular or semicircular, or two opposite facing lines. Keep one end of the formation open for flag bearers, honor guards, and campers leading the ceremonies.

Flag lowering. The flag is always lowered slowly and ceremoniously. Campers stand at attention and salute as the flag is lowered. Campers lowering the flag should time the action to have it down when the bugle call is finished. Flag bearers fold the flag and put it away for the night.

Variation in the ceremony. Using a variety of formations and changing the raising and lowering ceremonies keeps the interest of campers and prevents this honor to the flag from becoming commonplace.

The salute to the flag. The salute is given also when the pledge is repeated. The customary form is for civilians to place the right hand over the heart.

Planning flag ceremonies. Each ceremony may be assigned to a different tribe or cabin or group. The ceremonies might be planned around a daily camp



Figure 38. There is a right way to fold the flag.

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theme. If these tribes or camp groups plan their own ceremony, it will have greater educational value.

A flag bibliography. If you get books for camp from the State library, you might request 2 or 3 books which campers could use for reference on flag ceremonies. The American Citizens' Handbook is one of the best sources of information on flags and is useful in many ceremonies and programs.

Candlelight Ceremonies

This Navaho Indian prayer given by a camper dressed in an Indian costume, with braided hair, standing between the campers and the setting sun or in a spotlight, makes an impressive ceremony.



Figure 39. The traditional candlelight ceremony on the last night of camp is a dressup occasion. Note clover outline and spectator participation.

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Leader: God of the mountains,
 All: Make all things lovely!
 Leader: Lord of the pathways,
 All: Keep our words shining!
 Leader: Spirit of high hills,
 All: See that our hands work always with fair arts!
 Leader: God of the mountains,
 All: Give to us beauty!
 Leader: Lord of the pathways,
 All: Give to us beauty!
 Leader: Spirit of high hills,
 All: Give to us beauty!

Some themes the author has used successfully are totem pole, State song, bird, flower, tree, peace, lake, fire, flag raising and lowering, grace for meals, welcome to camp, goodbye, recognition, thanking leaders for acting as counselors, fire lighting, crowning camp queen or king, citizenship, love, faith, sunrise and sunset.

Small groups can often best develop a ceremony; but, if possible, every camper should participate in every ceremony. Singing, holding a candle, appearing in costume, or giving an extemporaneous talk makes the camper feel he is a part of the affair.

You can find some props and necessary devices in camp. Others you'll have to procure elsewhere. Some items you might use are candles, small tepee, altar or log cabin fire, paper bags (for hats, masks, or candle guards), wire, crepe paper, newspaper, leaves, branches, flags, musical instruments, chairs, paper dishes, torches, sheets, scissors, glue, and pins. Most important though, are imaginative counselors and eager campers.

The place of ceremonials in the 4-H Club program is determined largely by club leaders and members as they develop their own local and State programs. Ceremonials help in making more meaningful the idealism and philosophy of the 4-H Club program as an integral part of the overall extension program.

Suggestions for 4-H ceremonials may be found in State and Federal circulars and bulletins. A typical ceremony follows.

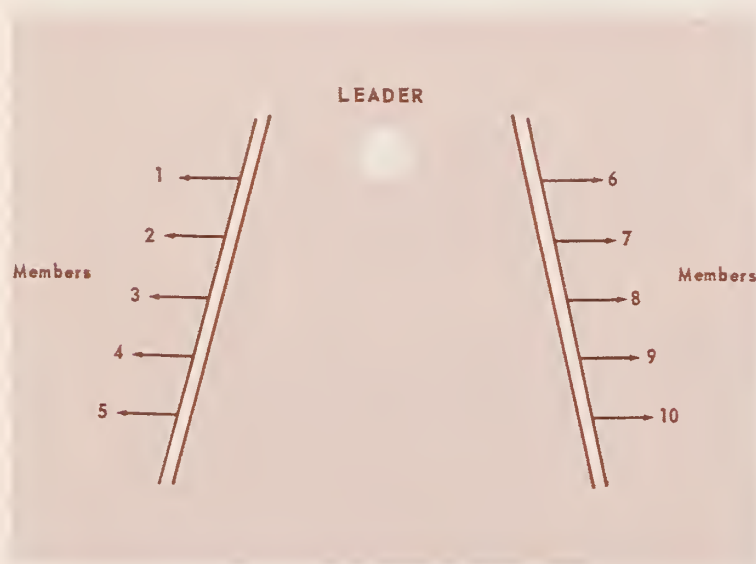


Figure 40. Positions for participants in Arkansas 4-H vesper ceremony.

An Arkansas 4-H Club Ceremony

Cast: One adult leader and 10 4-H Club members (5 boys, 5 girls).

Materials needed: One large candle, 10 smaller ones, and 2 small spoons.

Directions: The 4-H Club adult leader leads the processional of the 10 club members to their positions. Each participant is assigned a number and they take their positions as shown in figure 38. The leader carries a large *lighted* candle and the members carry *unlighted* candles. Members 1 and 6 are each given a spoon to put out the candle as indicated in the program. Here is the ceremony:

Leader: It was a colonial custom to place a lighted candle in the window to guide absent loved ones home. Today let us revive the custom and place in the windows of our hearts a candle to guide our own thinking in understanding the many bounties God has given us in this world. As we review some of these bounties, we shall add 10 candles to brighten the beacon and help impress upon our hearts the trust which is placed upon us. (Each member steps forward and lights his candle from the leader's candle before giving his part of the ceremony.)

Member 1 (boy): I light this candle for the community we live in and for the power we have of striving together to make it better for all of us.

Member 6 (girl): I light this candle for the homes of our community, for the homes lived in, loved, and for the unafraid affection of mothers and fathers for each other and their children.

Member 2 (girl): I light this candle for this camp, for the counselors, skilled, devoted, kindly, and for the free, inner growth that we as children and youth find here.

Member 7 (boy): I light this candle for the open doors of our churches, and the free faith of all who may stand with an uplifting song in their hearts.

Member 3 (boy): I light this candle for our 4-H Clubs, other youth and farm organizations, and for their service to our community and for the general welfare of all.

Member 8 (girl): I light this candle for the good and holy earth, and for the working hands of free men and free women who sow, cultivate, and reap the harvest we enjoy.

Member 4 (girl): I light this candle for long rows of freely chosen books, old and new, in libraries everywhere, and with the hope that their words of wisdom, courage, and delight may be more widely used.

Member 9 (boy): I light this candle for the right to free discussion, the right to say what we as loyal Americans believe at our meetings, in country stores, wherever else we may gather, and in newspapers, so long as our words do not endanger the welfare of our community or of our Nation.

Member 5 (boy): I light this candle for a hope that some day every man, woman, and child in America and in the world will have adequate food, clothing, shelter, and opportunity for creative growth. We hope that all may have the right to follow their own desires.

Member 10 (girl): I light this candle for a hope, a hope that time will come when the American dream of respect and justice for all the people of the world will come true, when we will not hurt one another by word of deed because of differences we may have.

Leader: These candles symbolize the many bounties God has given us. There are two ways of

spreading light: to be the candle or to be the mirror that reflects it. Let us make our candles a light-house on the hill, a beacon to guide us in appreciating the many things God has given us; let us be worthy trustees of these bounties.

As we think on these symbols, shall we stand and sing Follow the Gleam.

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Iowa State College. WHEN 4-H'ERS CAMP. Cir. 678 (Mimeo.) LET'S GO CAMPING. Cir. 1629 (Mimeo.) Iowa State College, Ames, Iowa. Covers all phases of a camp program. Good for leaders.

Morgan, Barbara, 1951. SUMMER CHILDREN. Morgan & Morgan, High Point Road, Scarsdale, N.Y. \$5. A very practical result from study of this book should be an improvement in camp photography, especially in pictures taken for publicity.

Proud, Dorothy M., 1953. CAMP FOOD SERVICE AND MANAGEMENT. Bull. No. 16. New York State College of Home Economics, Cornell University, Ithaca, N.Y. \$0.25. Contains useful information on food costs, menus and nutrition, sanitation, dining room practices, and employees' duties. Has a chapter on outdoor cookery.

Crafts

Hammett, Catherine T. and Horrocks, Carol M. CREATIVE CRAFTS FOR CAMPERS. Association Press, 291 Broadway, New York 7. \$7.95.

Jaeger, Ellsworth. 1947. EASY CRAFTS. The Macmillan Co., 60 Fifth Ave., New York 11. \$1.95. Sixty-two interesting projects, with illustrations and simple directions using easily obtained and inexpensive materials.

Forests and Related Natural Resources

Storer, John H., 1953. THE WEB OF LIFE. First book of ecology. Devin-Adair Co., 25 East 26th St., New York 10. \$3. Also in \$0.35 edition. Very good.

General Camping Out and Wood Lore

Bale, Robert, 1957. NATURE CRAFTS. Robert Bale, Burdett, N.Y. \$1. Original native nature craft directions. One of the best sources.

Cope, J. A., and Winch, F. E., Jr., MEALS AND NIGHTS IN THE OPEN. Department of Conservation, Cornell University, Ithaca, N.Y. (Mimeo.) This text is an effort to foster and encourage the wise use of environment in outdoor living.

Hammett, Catherine T., 1950. YOUR OWN BOOK OF CAMP CRAFT. Pocket Books, Inc., 488 Madison Ave., New York. \$0.35. It is written directly to teenage boys and girls who want to camp on their own.

Jaeger, Ellsworth, 1953. WOODSMOKE. The Macmillan Co., 60 Fifth Ave., New York 11, \$2.95. More practical ideas, slanted to use on trips. Has good material on outdoor fires, cookery, homemade equipment, fishing, Indian "larnin'," etc.

Health, Safety and Sanitation

American Camping Association and the American Academy of Pediatrics. 1954 health forms. CAMPERS HEALTH EXAMINATION (boys), Form 101-54; CAMPERS HEALTH EXAMINATION (GIRLS), Form 102-54; CAMP HEALTH RECORD (INDIVIDUAL—AT CAMP), Form 103-54; CAMP EMPLOYEE HEALTH EXAMINATION, Form 104-54; ADULT CAMPER HEALTH EXAMINATION, Form 105-55; ACCIDENT REPORT, Form 107-57. American Camping Association, Bradford Woods, Martinsville, Ind. 100 for \$1.

The American National Red Cross. LIFE SAVING AND WATER SAFETY. \$0.60. FIRST AID. \$0.60. FIRST AID TEXTBOOK FOR JUNIORS. \$0.75. Available from local Red Cross Chapter. Standard materials, used throughout the country. Ask also for various free items of instructional material on water sports safety equipment and practices.

American Camping Association. THE CAMP NURSE. American Camping Association, Bradford Woods, Martinsville, Ind. \$0.50. Excellent resource booklet.

Leadership

Carey, Carl. STAFF MANUAL FOR HIDDEN VALLEY 4-H CLUB CAMP. Watkins Glen, N.Y. Basic staff assignments. Good ideas.

Hammett, Catherine T., 1948. A CAMP DIRECTOR TRAINS HIS OWN STAFF. American Camping Association, Bradford Woods, Martinsville, Ind. \$0.50. Suggestions for precamp and incamp training.

Ott, Elmer, 1946. *SO YOU WANT TO BE A CAMP COUNSELOR*. Association Press, 291 Broadway, New York 7, \$0.75. This is an excellent piece of work, written by a man who has had a long and successful career in directing a large agency camp.

Weston, Ruth C., 1957. *COUNSELOR'S GUIDE*. University of New Hampshire, Durham, N.H. (Multi.) Excellent up to date counselor's handbook.

Program Activities

Eisenberg, Helen and Larry. *THE OMNIBUS OF FUN*. Association Press, 291 Broadway, New York 7. \$7.95.

Garrett, Hattie, and Nichols, Mabel, 1956. *VES-PERS*. College of Agriculture, Morgantown, W. Va. (Mimeo.) Outgrowth of preparation of vesper programs.

Macfarlan, Allan A., 1951. *CAMPFIRE AND COUNCIL RING PROGRAMS*. Association Press, 291 Broadway, New York 7, \$2.50. A rather complete manual on preparation, equipment, fires, and programs for council rings. Has interesting material on fire making for such events.

Mattoon, Laura I., and Bragdon, Helen D., 1947. *SERVICES FOR THE OPEN*. Association Press, 291 Broadway, New York 7, \$2.50. This is an excellent aid for planning and spiritual phase of the camp program. Having used it continuously for 30 seasons, we know of the deep insight into human nature and the love of the outdoors which inspired the authors to give this to others.

Peterson, Arden, 1957. *CAMP ACTIVITY SUGGESTIONS*. Michigan State University, East Lansing, Mich. (Mimeo.) A well organized booklet that will help keep your program "alive and full of fun."

Tyree, Jack M., 1952. *PROGRAM SUGGESTIONS FOR 4-H CAMPS*. Virginia Polytechnic Institute, Blacksburg, Va. (Mimeo.) Excellent ideas. Includes 4-H council circle details on construction plans.

Walker, Grace, 1957. *CREATIVE DRAMATICS*. Developed at Montana 4-H Leaders' School, Montana State College, Bozeman, Mont. (Mimeo.) Useful as a method of opening up a way of life—"to give fresh life to."

Wiley, Farida A. *ERNEST THOMPSON SETON'S AMERICA*. Devin-Adair Co., 23 East 26 St., New York 10, \$5. Excellent for campfire stories.

Miscellaneous

Eastman Kodak Co., 1950. *PHOTOGRAPHY IN CAMP*. Eastman Kodak Co., Rochester 4, N.Y. \$0.25. A manual for counselors, well illustrated with pictures taken in camps.

American Camping Association. *STANDARDS*. American Camping Association, Bradford Woods, Martinsville, Ind. \$0.10. The official American Camping Association resident camp standards.

American Camping Association, 1958. *BIBLIOGRAPHY OF STUDIES AND RESEARCH IN CAMPING*. American Camping Association, Bradford Woods, Martinsville, Ind. \$0.30.

Sources of Other Pamphlets and Magazines or Publications

American Camping Association, Inc., Bradford Woods, Martinsville, Ind.

American Forestry Association, Washington, D.C.
Extension Service Review, Government Printing Office, Washington 25, D.C.

Forest Service, local State office.

National Audubon Society, 1130 Fifth Avenue, New York 28, N.Y.

National Geographic Society, Washington, D.C.

Soil Conservation (magazine), Government Printing Office, Washington 25, D.C.

United States Department of Agriculture, Washington 25, D.C.

Camp Archery Association of the United States, 200 Coligni Avenue, New Rochelle, N.Y.

National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Illinois. Supplies, songbooks, camp clothing, flags; see catalog.

National Recreation Association, 8 West Eighth Street, New York 11, N.Y.

National Rifle Association, 1600 Rhode Island Avenue NW., Washington 6, D.C.

Your State extension services can provide lists of available bulletins and films on camping.

Maps

Topographic maps are for sale by the Geological Survey. Purchase locally.

Cooperative Extension Work: United States Department of Agriculture and State Land-Grant Colleges and Universities Cooperating.

Issued September 1959

* U.S. GOVERNMENT PRINTING OFFICE : 1959 OF-513380

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington 25, D.C. - Price 30 cents

Camping—This, Too, Is Education

"The organized summer camp is the most significant contribution to education that America has given to the world." —Charles W. Eliot, president of Harvard University, in 1916.

"I rate a camping experience very highly in the growth and development of a club member. The greatest individual growth is with junior counselors. Mary, a counselor, says that her camp experiences decided her college course and, better yet, training, so that she could earn money for college by being an adult counselor in a private camp." —James F. Halm, county 4-H Club agent, Michigan.

"One who attends a week of camp successfully has truly accomplished a great thing. It has increased my awareness of nature's many wonders." —Ann Hood, 4-H Club member, Michigan.

"Blind conformity, timidity, pessimistic attitude, and lack of effective planning are mental blocks that must be bypassed through creative thinking on the road to success in 4-H camping." —The author.

"In a democracy community leaders come up from the grassroots In camp, club members discover their latent leadership abilities quickly. Boys and girls recognize and accept youth leadership and follow its highest ideals. Here in camp some of the future leaders for our rural community organization are being developed

"Camping teaches all of us important lessons and skills that we cannot learn in any other way. All campers, past and present, agree on that truth from experience. One steps easily and quickly from camp leadership and camp living into a richer, fuller everyday life in the home, the school, the church, and the community." —Dorothy Emerson, associate State 4-H Club agent, Maryland.

